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ABSTRACT

This document contains a leader's guide for a program for children of divorce between the ages of 11 and 18, and a manual written for the children and adolescents participating in the program. The leader's guide contains an index to all 12 sessions and the activities for each session. Five units are included: (1) a summary of the state of the art of counseling theory related to divorce and stepfamilies; (2) counseling dynamics and techniques; (3) a discussion of group counseling; (4) the instructions and activities found in the group manual; and (5) a list of references and a glossary of divorce-related terms. The group manual provides a sequential series of group activities to assist young people in coming to terms with parental divorce. Unit 1 provides an overview of divorce and the feelings that young people are likely to experience as a result of it. Unit 2 discusses the role of groups in helping children to cope with the effects of their parents' divorce. Unit 3, the heart of the manual, includes a 12-session group program, with short readings for discussion, and suggested activities, both in the group and later on at home. Unit 4 provides references on divorce which are appropriate for young people, a glossary of terms related to divorce, and potential sources of assistance or referral. (TE)

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"THE CHANGING FAMILY"

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By
Paul J. Ciborowski, Ph.D.

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LEADER'S GUIDE

A Program for "Children of Divorce"
(Ages 11-18)

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"THE CHANGING FAMILY"

By

Paul J. Ciborowski, Ph.D.

LEADER'S GUIDE

FOCUS ON BEHAVIOR — SERIES I

First Edition

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Paul J. Ciborowski

TABLE OF CONTENTS

	Page
Index to All Sessions and Activities	2
Introduction	4
Unit I - "State of the Art"	6
Unit II - Counseling Dynamics and Techniques	8
Psychological Profiles	8
Step (or Blended) Families	15
Unit III - A Group -- Why and How	18
Unit IV - Sessions and Activities	23
Unit V - Resource Materials	64
Glossary	64
Referral Information	66
Bibliography -- Professional	67
AV Materials	68

INDEX TO ALL SESSIONS AND ACTIVITIES

Session 1	Introduction	1. "Getting to Know You" - Introduce selves - Describe vacation 2. "Go Round" - 2 words on Feelings 3. "Ice Breaker - Magazines/scissors/glue
Session 2	Listening	4. Story and Questionnaire 5. Listening - A 2-way Street 6. Gossip Story
Session 3	Feelings in Common	7. Common Feelings - Reaction sheet and essay 8. Values Toward Divorce - Value statements - Discuss statements
Session 4	My Family	9. Pioneer X Spaceship - Crayons/magic markers 10. My Family Today - Crayons/magic markers
Session 5	Solving Problems I	11. Brainstorming Objects - Items in Manual 12. Typical Problems in Divorce - Brainstorming
Session 6	Solving Problems II	13. Problems to Solve - 5 case studies - Roleplaying
Session 7	Values Toward Marriage	14. What Is Love? - Essay/key words 15. Values Toward Marriage - Ranking statements 16. What Marriage Would Mean to Me - Fantasy drawing - Crayons/magic markers
Session 8	"What I Would Want in a Marriage"	17. Classified Ads - Composing own ad 18. Family Size - Ranking preferences 19. Summary and Go Round (of Sessions 7 and 8)

Session 9	Blended Families I	20. Step-parents in Fiction - Hansel and Gretel - Reading/Questions 21. Problemsolving - Case studies
Session 10	Blended Families II	22. Stepsiblings in Fiction - Cinderella - Reading/Questions 23. Mono-Dialogue - Talking to an "empty" chair
Session 11	Thinking Positive	24. Strength Chart - Reading and evaluation 25. The "U" Cube - Positive group evaluations - Crayons/pencils 26. Valentine's Bag - Index cards/small paper bags/pencils
Session 12	Tying It All Together	27. What This Group Means to Me - Crayons/pencils 28. My Feelings About Group - Pantomime 29. "A Next Step" - Where Can I Improve Myself 30. "A Next Step" - Helping to Improve the Family 31. My Action Plan - Completing Plan

INTRODUCTION

Young people today encounter many crises. One that is occurring ever more frequently is the crisis of divorce.

The so-called "children of divorce" number in the millions. In fact there are some 12 million children who have experienced divorce in their families.

As a practicing counselor and therapist I too have faced the issue of divorce. So many of my counselees show the strains of divorce. Its signs are many -- increased absenteeism from school, running away from home, drug abuse and unwanted pregnancies; others include childhood depression, under achievement in school and suicidal thoughts.

It does not take a great deal of experience in this area to realize that divorce produces no winners. As in the movie Kramer vs. Kramer there are "no good guys or bad guys". Meeting young people, going through what some therapists call a trauma second only to death, reinforces this conviction in my mind.

Yet, if there are any losers, it is the children. The parents, many times more concerned about their own interpersonal difficulties, forget that their children are full participants in the divorce. The children's welfare becomes important only later when behavioral problems crop up. So, although full participants, they are rarely consulted or given adequate warning of what to expect.

The purpose of this Guide and the accompanying Group Manual -- The Changing Family -- is to structure a program where the children and young people can be listened to. It creates a process where they can share feelings and understand the anxieties, resentment and guilt they are experiencing. The youngsters are the focus here, under the guidance of a concerned and experienced leader.

The Leader's Guide brings together many of the strategies and techniques I have developed to work with young people who are victims of divorce and/or are now in a stepfamily. It is a "how to" Guide that a counselor or mental health professional could put to practical use in counseling children and working with parents. It is a particularly handy resource for school, community and agency counselors, pupil personnel workers and classroom teachers.

The Guide is geared to the chronological years 12-18 (the pre-teen and teen levels). It is written as a companion to the Group Manual. There are five units.

Unit I briefly summarizes the "state of the art" of counseling theory related to divorce and stepfamilies. It is by no means complete. However there are excellent references available for a fuller picture and these are listed in the bibliography.

Unit II is devoted to counseling dynamics and techniques. Presented are preferred approaches found useful in encounters with young people and/or their parents; included in Unit II is a short segment on stepfamilies. Many divorces which involve children are further complicated by remarriage and so-called "blended families". Important pointers and guidelines are presented here to help professionals deal with parents and children.

Unit III centers on group counseling. Covered are such topics as: why a group, how to form a group, the right mix of participants, the number of sessions.

Unit IV, the heart of the Guide, contains the instructions and activities that are found in the Group Manual . The leader is given a number of activities to select from for each session. These activities may involve reading a selection, drawing a picture or role playing the solution to a problem. Your choice of activity may be based on personal preference, the age level of the group or the time period allowed for group sessions.

Unit V lists references that I have found useful in my own work. In the Group Manual is a special bibliography geared for young people. Bibliotherapy is an important part of the counseling process and these books, written for youngsters about divorce and stepfamilies, are an important resource.

Unit V also contains a glossary of divorce-related terms that may prove useful and a list of resources that you or the group members could rely on for additional information or assistance in coping with personal or family problems. The group will depend on you to point out the best resources, so it is important to check out the competent agencies to deal with.

The Group Manual is intended for the personal use of the participants. It includes an Action Plan and readings to help a young person through the process of divorce. It is an excellent resource that can be continually referred to even after the group ends. All the activities and readings in the Group Manual are coordinated with the sessions in the Leader's Guide. They should be used together.

UNIT 1 — "STATE OF THE ART"

During the past decade there has been an abundance of material written about divorce, children of divorce and step-parenting. Some of these books and articles have proven themselves to be extremely valuable; others only repetitious and obvious.

Distilled below are some of the latest findings about divorce and divorce counseling. More detailed information on the references cited in the text can be found in the bibliography provided with this Guide. Among the findings are the following:

-- With divorce most children experience shock and surprise. This occurs no matter how obvious the reasons for a divorce may appear. Feelings common to children include - denial, grief, fear, guilt and anger. Denial is a very common initial feeling. The child does not want to, or simply cannot, accept the reality that a breakup is occurring.

-- Recognizable stages among children of divorce are denial, depression and acceptance.

Rebellion, anger and resentment are the fruits of <u>denial</u>. "Acting out" behavior is fairly common at this stage.

<u>Depression</u> usually occurs when the young person realizes they cannot change the situation or immediately reunite their parents. This is a particularly sad time for most children.

The third stage, <u>acceptance</u>, only comes gradually. It occurs when a child realizes certain things cannot be changed and he or she starts to see some positive aspects to the divorce (e.g., no more fighting at home, a realization that there can still be a relationship with both parents. Sonnenshein-Schneider-Baird, 1980).

-- It is not true in divorce that children are only observers: "Its between the parents". On the contrary, children are full participants. They should, therefore, be told the truth by both parents; teens, especially, should be involved in planning their post-divorce future. In reality, unfortunately, over 80% of children are not told in advance that a divorce is pending (Francke, 1980).

-- Many therapists and mental health workers believe that the most beneficial method to deal with the feelings and emotions of divorce is to talk (Hammond 1979). Children not able to "talk out" their feelings "act them out". In school this can be seen in disruptive behavior or withdrawal.

-- Talking is great. It is effective when done with a friend, teacher or counselor. It is most effective when done with peers who have also experienced a broken home. A group is ideal for such communication. In a group, not only are experiences shared, but members can successfully model the resolution of problems they

themselves had. Other group members are inevitably still wrestling with these same difficulties and now have possible alternate solutions ("she did it this way, why can't I?").

-- Evidence seems to indicate that the first three years after a divorce are the most critical (Francke, 1983). At this time many behavioral problems become evident. For example, a number of young people experience a significant drop in school grades. One of my counselees, after achieving solid marks through the 8th grade, underachieved through 9th and 10th grades as his parents were getting a divorce. Only as a junior did he start to put his academic and emotional life together.

-- Many other problems experienced by young people today -- drug use, suicide, dropping out of school -- start with parental separation and divorce. It should come as no surprise, for example, that suicides among young people (15 to 24) have tripled in the last two decades (National Center for Health Statistics). It was during this same period that divorces reached one million per year. The loss of a parent, so typical in divorce, was seen to be a very strong determinant in many suicide cases among adolescents in a recent study (Adolescent Suicide, Lynda Ray and Norbert Johnson, AACD Journal, 1983).

-- Some groups of children do not show immediate changes after a divorce. However there is a "sleeper" effect at work; two to three years later there can be a delayed reaction. I have found this to be the case with a number of boys I have worked with. After an initial denial that "nothing's changed", adjustment problems develop. Why? Well for one there are now financial pressures and less money to go around. In addition there are moves to a different neighborhood, a new school, and the effort to find new friends. Boys seem to have a higher incidence of the "sleeper" effect; more so than girls (Wallerstein & Kelly, 1980).

-- Positive intervention (counseling, peer groups, a mentor) can temper the behavioral effects of divorce but usually cannot eliminate them. A professional should therefore have realistic goals. No one should promise cures to school absenteeism, authority problems at home or acting out behavior with peers.

-- A realistic goal in individual or group sessions with youngsters is the development of coping skills. Coping and achieving some success leads to greater success later on. As one's confidence grows continued positive growth is assured.

In summary, a teacher, counselor or other professional need not be conversant with the tremendous amount of literature available in divorce counseling. An understanding of the key points just discussed and other relevant reading should allow one to begin helping others in a positive way. For the need is certainly there!

UNIT II — COUNSELING DYNAMICS AND TECHNIQUES

Mike, age 15, has been frequently absent from school this year. His grades during the first quarter dropped 10 to 15 points in every major subject. Each teacher had similar comments - inattentive, doesn't do homework, not prepared.

Sound familiar? This is a profile that could describe many failing students. As an astute counselor or teacher, however, one is particularly aware of the sudden drop in grades. It indicates a disruption - a girl friend? trouble adjusting to new classes? peer conflicts?

Faced with such a description today a first step would be to check on any home problems. In Mike's case there was such a problem -- parental divorce.

On the surface, though, Mike appears no different from other students with academic problems. But Mike is different - for divorce is a wrenching trauma that sets him apart. The impact of divorce and the time of re-adjustment is painful and disruptive. Mike's academic record only hints at the powerful currents at work underneath.

It is within this web of feelings and emotions that a counselor, teacher or mental health professional can be most helpful. Children themselves (Hammond, 1979) indicated that counselors (and other trusted personnel) could best help those whose parents were divorcing.

One helpful way of approaching the usefulness of counseling techniques is to look first at the dynamics occurring in the child. The age groups we are discussing, for the purposes of this Guide, are two: ages 12-14 and 15-18.

Psychological Profile: Ages 12-14

In the age group 12-14 (the so-called early teen period) divorce can bring out a number of deep feelings. Anger, for example, can be very strong and typically spills over into the classroom. Boys may have temper tantrums and overeact to ordinary discipline with outbursts. Many girls turn the anger inward leading to periodic depression.

Hatred is another feeling that affects this age group. It often happens that a young girl has a difficult if not impossible relationship with her Dad's girlfriend. It really does not matter what qualities the girlfriend has. Why? Because the new person is seen as an intruder breaking up the family. This new girlfriend also competes for dad's affections. Hatred mixed with envy become easy emotions to exhibit.

Besides feelings there are other important dynamics. One occurs between a single mom and boys. A son often balks and bridles at authority. The mom, perceived as less powerful and authoritarian than dad, may have control problems. If possible the father should help with discipline. In fact many experts recommend that the dad have custody during this period when such problems exist (Francke, 1983).

Less likely but still important is the "parentified child". These are boys and girls who are forced to be older than they are. The boy becomes the man around the house and the girl the little homemaker. Parents of such children may confide quite regularly in their child. It's a burden many are not ready for.

An overriding dynamic in this age group is the desire by the child to reunite the divorced parents. Many times behavior is directed to this end. It might include talking up the absent parent; saying how nice things were before the divorce; or by being "extra good to mommy" so that she might think of asking dad back (Richards & Willis, 1976).

Other feelings and dynamics manifest themselves with this age group. Many will be touched on later. Full explanations are available with readings from the bibliography.

Working With The Child

What focus should a teacher or counselor take in talking with such children - those with strong feelings, authority problems or overburdening responsibilities? Some areas of emphasis should be:

1. Encourage the youngster to have outside activities to channel their drives and feelings - sports, academics, community and school involvement.

2. Try to help a child develop relationships with strong adult role models. Such models can be very helpful with this age group.

3. Children should talk through feelings of anger and guilt and to do it in an open and rational manner. This is especially possible with less defensive youngsters. As long as you use reassurance and encouragement it is possible to raise stressful issues with an adolescent. A boy or girl at this age will better understand the reasons for a divorce especially if there was excessive fighting or alcoholism. This rational approach may help channel feelings into healthier outlets.

4. Try to emphasize the positive qualities of both the custodial and non-custodial parent. Sometimes involvement by an absent parent is not possible; but, at the least, do not encourage negative feelings about such a parent.

This age group (12-14) might also benefit from a discussion about how the parents are separate individuals, each with a life of their own well before they met each other and married. They were man and woman before being mom and dad. Their love for the child will continue whether or not they stay together.

The professional should also develop specific techniques to work with such children. One technique I have found helpful is the "divorce monologue" developed by Kelly and Wallenstein (1980). The teacher or counselor tells the child what other children that age feel who are in the same situation. The child can thus relate their own feelings to other children who have similar feelings without, initially, talking about their own situation. Later, discussing their own feelings may be possible as a child develops a good relationship with the teacher or counselor.

Working With The Parent

In talking with the custodial parent you may find it necessary to discuss specific problems. Some found in this age group include:

a. Discipline:

If the mother is the custodial parent discipline problems may develop with a son. A strong male role model (father or stepfather) should be encouraged. In discipline cases with boys and girls many experts recommend same sex custody if possible (Francke, 1983).

b. Parentified Child:

In overburdening boys and girls with tasks and confidences a parent may be finding emotional release. But this may be causing acute stress in a young child who is not maturationally ready to deal with such issues.

Do not avoid discussing this topic with a parent if you know the child is experiencing such pressures.

c. Regressive Behavior:

Take note of any regressive behavior evident in a youngster. This may include excessive crying, favorite blankets or dolls or thumbsucking.

A parent too may mention incidents of bed wetting or nightmares.

Parents should be assured that such behavior by itself is temporary. They should not overeact to it.

However, such behavior linked to other problems may call for additional examination.

d. Parental Support:

Many times a parent may need immediate help with a problem or support in clarifying some issues.

In a school setting a counselor, social worker or psychologist can be contacted.

There are organizations that can provide support for a parent. These are in Unit V -- Referral Information.

Counselors and others could also initiate and lead communication and parent skill workshops. Another possibility would be for schools to sponsor specific workshops for divorced parents to discuss some of the unique problems of divorce that affect families. The parents themselves may wish to continue such a group under their own leadership.

Psychological Profile: 15-18

The teen years (15-18) are a difficult period of adjustment regardless of the trauma of a divorce. It is here that the "sleeper" effects of an earlier divorce become evident. An adjustment to a past divorce which was thought to have gone well now erupts into a host of behavioral problems.

For the teen affected by divorce the progress toward adulthood may be stalled; in fact there may be a regression to the security of childhood. The dropout rate from school is twice that of intact families for this age group.

Since emotions become very strong and vary by individuals, a professional is hard put to establish firm rules. A young teen, for example, can perceive that he/she is to blame for the divorce while an older youngster may take no responsibility for the breakup. In one home a boy might replace dad as the "mature adult" or a boy may become more rebellious. In addition having or not having a role model can affect development. Such a boy may react very differently if the father were the custodial parent than if a less authoritarian mother was in charge.

With girls experts have noted earlier sexual activity especially if the father left early in the marriage. The model becomes a mom who now is dating again and has different boyfriends. This leaves such youngsters susceptible to seeing relationships as a succession of boyfriends. Such dating can create self-doubt in a child which results in inappropriate behavior. Unfortunately there are no hard and fast rules to follow in determining these possible behaviors.

Working With The Teen

In my experience two key problems seem to be paramount with this age group and have to be addressed: the question of loyalty and the

need for money. In regard to the first: if both parents are in the picture, where should time be spent and how much. What about holidays? vacations? Time should be spent clarifying these issues. Money is the other problem. There is family instability at a difficult moment of maturation. There are college costs, extra needs, etc. Most teens have to get jobs (which in itself is not wrong; only in the perception of why they had to get a job). Money becomes a particularly bitter problem when a youngster sees it being spent by dad on a girlfriend or a new wife while mom is still struggling.

One final note in regard to teens. If the non-custodial parent has been out of the picture for many years a young person can create a fantasy about that parent. They may even try to re-establish contact after many years. This type of behavior can be particularly painful to the custodial parent who has the day to day burden of childrearing. It is best to counsel patience with the custodial parent. The youngster should be allowed to work through his/her feelings. This is hard to do especially since the parent may still harbor deep resentment toward the missing parent.

Working With The Parent

I have found the following to be most helpful in parental conferences:

1. Encourage the parent to involve the non-custodial parent in child-rearing; studies show that some contact is better than none;
2. Don't discuss the past with a parent; past problems can bring back guilt and anger; focus on the present and future;
3. Be supportive and include books and resources (agencies, support groups, etc.) if counseling is involved;
4. Encourage the parent to be truthful with their youngster concerning the divorce but not to overburden them with too many details;
5. With some youngsters talking to their parent may be too painful or awkward. In such situations recommend a church or school group for the young person to join.
6. <u>General recommendations to parents:</u> Some recommendations to parents apply to all age groups. These are summarized as a list of Do Not's.

Do Not

- use children as messengers between you and your former spouse;
- force children to become small adults;
- make promises you can't keep;
- leave the youngster in the dark about their future (custody, living arrangements);
- argue in front of the youngster with your former spouse;
- put down your former husband or wife in front of the children;
- discipline alone if the former spouse can help .

These brief rules have the weight of experience behind them; keep them in mind during parental conferences, discipline meetings or PTA nights.

Feelings In Common

In addition to the profiles sketched above there are common feelings associated with divorce and stepfamilies. Knowing these would be particularly useful in a group setting where there are many common feelings between members. They include:

GUILT: divorced children often believe they caused their parents' divorce by their actions or behavior. Often these beliefs are bound up with memories of parental fights over the children (e.g. they argued about money, child says: "if only my clothes didn't cost so much, they would not have argued and broken up").

One way of minimizing guilt is for the parents to tell the children why they divorced instead of leaving it to their imagination.

ANGER: a natural reaction - "Why me?" "What have I done to deserve this?" Children with strong anger feel like they are being singled out and find this unfair. They are angry at their parents. Some of this anger can also be repressed. This "self anger" turned inward can result in running away, using drugs, overeating or anorexic problems.

SHAME/EMBARRASSMENT: many teens, embarrassed by the divorce, will hide the entire situation since the divorce reflects on them. Many young people, feeling shame, don't realize that their friends like them regardless of their parents' behavior. Divorce groups can be particularly helpful. Youngsters learn not to defend their parents' behavior but to build friendships on the basis of their own worth.

DISBELIEF/DENIAL: This is a refusal to believe a divorce could happen. The child did not read the signs when their parents quarrelled or had long and cold silences. So when it does happen, the reaction can be traumatic. Disbelief and denial also postpones having to deal with the consequences of the divorce. Denial is the initial feeling experienced by many children.

FEAR: for many young people divorce creates feelings of abandonment. They see themselves as being less protected (physically, financially, emotionally). Abandonment can mean loss of parental love Such children need continual reassurance that parental love will not end with the divorce.

GRIEF: for some there is genuine grief; it is like a death in the family except that, in this case, other people don't help you mourn. Grieving is a process with stages. It proceeds step by step. These steps, usually, cannot be short-circuited.

Many times a young person may have more than one of these feelings. In that case focus on the feelings which are most evident and the strongest.

Also be aware that the feelings and emotions being experienced are strange and bewildering so don't expect rational explanations from a child; simply encourage honesty and allow feelings to be discussed without passing judgment.

A Note on School Records

Each school district and agency has policies to cover communication with the non-custodial parent.

One assumption underlying this Guide is that the child that has meaningful relationships with both parents develops in the best way. This is difficult if one parent doesn't know what is going on in school.

Federal law requires, in joint custody cases, that both parents have access to grades. How well this requirement is carried out varies widely.

The goal, again, is to encourage positive relationships with both parents. Policies should be periodically reviewed so that they comply with this goal.

STEP OR BLENDED FAMILIES

Today one of the most interesting phenomenon related to divorce involves step or blended families. Over 35 million people live in such families. This should not be surprising since the majority of divorced men and women remarry.

Two key relationships exist in a blended family that merit discussion: a) the role of the step-parent and b) the interactions among siblings.

The role of the step-parent in the family should be ascertained quite early when working with young people and their parents. In a stepfamily there are a lot of interactions and a lot of people to be pleased. Trying to satisfy everyone is overwhelming for the parents as well as for the children. You can provide guidance to the parents by assuring them that the movement to one family requires compromise and that adjustments and difficulties are quite common.

Working with Step-Parents

Many step-parents make one major error in trying to develop a relationship with a stepchild. They try to move very quickly to replace the natural parent. In doing so they may be perceived as trying to force a relationship. If you note this in a conference or in talking to the child it should be addressed.

The more effective approach for a step-parent is to slowly gain the confidence of the child. A step-parent should make it clear they are not replacing a parent but do want to be an important person in a child's life.

Step-parents tend to focus many of their problems with a child around the area of discipline. If you are asked, the guidelines below may be helpful:

-- The need for clear job descriptions for each member of the household (chores, homework, hours out);
-- The help and support of the custodial parent so that the step-parent can exercise authority; it is not wise for the step-parent to bypass authority and say "you do it" to the custodial parent;
-- The need for impartiality and equality when dealing with the children; children will test and parents must not leave themselves open to "special" allowances for some;
-- The cooperation and support of the non-custodial parent (if this is practical).

Working with The Child

From the perspective of a child discipline and the exercise of authority are overriding concerns in a blended family. Difficulties in this area have led to many behavioral problems -- running away, acting out in school and physical confrontations with parents.

It is not easy in the early stages of a newly formed stepfamily Above all, in a remarriage, stability is shattered since two families are becoming one; there may also now be a new neighborhood, a new school and new friends. All this requires adjustment.

The types of problems that can develop are many. Some of the major ones are:

1. Jealousy between a stepmother and teen stepdaughter (part of which might be sexual -- for father's attention);
2. Loyalty conflicts between step-parent and non-custodial parent; remember that many children long for a re-uniting of natural parents and accepting a new parent means accepting the finality of a divorce;
3. The child sees a remarriage as weakening their bonds with their previously single parent who now has less time for them; initially its like being abandoned again (first one parent and now another);
4. One psychological dynamic at work may be displaced anger; the step-parent becomes the lightening rod for the anger and frustration of a child (which did not have a ready outlet before);
5. Competition between stepfather and stepson may be intense especially in the area of discipline; younger boys tend to welcome a stepdad while older teens have problems. On the other hand girls more readily accept stepdads than stepmoms (Wallerstein & Kelly, 1980).

In meeting with a young person allow feelings to be expressed; support the idea that a step-parent can still be a friend and that this friendship is not showing disloyalty toward the non-custodial parent. Encourage youngsters to spend time with their step-parent - quality time in an honest way; to use this time to express likes and dislikes. Teens also should not go out of their way to make the step feel like an outsider ("You remember, dad, that vacation we had years ago with mom?").

Stepsiblings

When two divorced people are dating their main concern is not the children. They focus on their relationship. Only later, sometimes after the marriage, are the children considered. And then only when problems arise.

Rivalries do exist between stepchildren. These may be by age, sex or blood ties. In time many rivalries and insecurities smooth themselves out. While they are occurring, however, they only add to the usual adjustments of who uses the bathroom and shower first and who washes the dishes or mows the lawn.

Many times there are no simple solutions. If the problem becomes too complex it may be time to consider an outside referral. The type of counselor I am referring to usually works for the Town Youth Bureau, can make home visits and has experience in family mediation.

You too may attempt to be a "negotiator". One attendance counselor, for example, brings all the parties into her office. The parties (e.g. mom, stepdad, teenage son) try to hammer out solutions to home and school problems with a contract. Items in the contract may include curfew times, specific chores and homework duties.

Being a negotiator is a sensitive role; don't try it unless you are experienced or have someone to help you.

Many step problems seem to defy solution. It is very important to define your role early. Don't intervene until you know your ground. Outside resources may be very helpful regardless of the help you may try to give.

Without mediation "acting out behavior" by a teen might involve running away from home (usually with a friend) or going to live with the non-custodial parent. These "alternatives", unfortunately, add to the instability already present in the young person's life.

UNIT III: A GROUP — WHY AND HOW

The major assumption of this Guide is that a group setting is the most effective means to elicit feelings and create self-understanding. Just being able to talk about divorce helps to develop a more positive self-image among members of the group.

Some other positive results include sharing feelings, relating common experiences, problem-solving, discussing alternate solutions and learning communication skills.

A Successful Group

When discussing divorce groups with administrators it is important not to oversell results. A successful group can provide peer support, diffuse feelings and improve self-understanding. It MAY improve school work, general behavior and peer relations. A group can also facilitate learning in the classroom. Yet the purpose of a group is to improve self-understanding and personal adjustment. Other purposes are clearly secondary.

One study you may want to cite was completed by Hammond (1979). More than 80% of the children recommended that counselors (or other professionals) could be helpful by "asking children to talk about how they feel," "giving children books to read about divorce," and providing "counseling groups for children of divorce" (p.10).

The conditions needed for a group to be successful are few. They are trust, understanding and non-judgmental listening. In addition a leader must foster an atmosphere where members are willing to reveal thoughts and feelings that are personal and sometimes painful. This atmosphere is created by the leader using very special skills. These skills help to promote group success.

Practical Skills for a Leader

1. ACTIVE LISTENING:

-- To be an active listener the leader should have good eye contact, posture and appropriate gestures;
-- A leader should allow for silent periods, don't just jump in when a quiet period occurs;
-- Ask open-ended questions (e.g., "what can you tell me about your mom? Why were you feeling that way about her?")

2. FOCUS ON FEELINGS:

-- Questions should be phrased as "How does this make you feel?" or "You really feel hurt by that?"

-- Feeling statements should be non-judgmental; "That feeling of anger really made you think"; Not "Using anger wasn't a good idea."
-- Link feelings between members - "Being seen as guilty really hurt you; I think that Joe felt the same way by the way he expressed himself".

3. RECOGNITION:

-- The leader should look directly at a member and thank him or her for a comment they made;
-- A leader should also recognize a feeling that is expressed by a member: "You sounded real guilty when you said that to Mom, Janet";

4. SUMMARIZE AND CLARIFY FEELINGS:

-- After a discussion or a pause the leader should try to tie ends together: "We seem to be saying that fighting isn't healthy for a relationship;"
-- A clarifying statement could be: "By that you mean that your Dad really does enjoy your weekends together" or "Your school friends don't seem to understand what you are going through".

5. INVOLVE EVERYONE:

-- If some members are quiet the leader should ask them some open-ended question;
-- A leader should also link opinions or feelings expressed between members; especially those who are quiet and not participating;
-- The leader should also encourage members to ask questions of each other.

6. NEGATIVE BEHAVIOR:

Sometimes a member has to be corrected for interrupting someone or talking while someone else is speaking.

If a statement is to be directed at a member it should, a) be specific about the behavior or comment being reacted to; and, b) should be preceded by a positive feeling: "I know you are trying your best, Mike, but I don't appreciate your side comments while the group is going on". The leader can then talk to the member about alternate solutions. A private talk, between sessions, may also be in order.

Following closely behind a positive atmosphere are an established set of tasks. No group works by ad-libbing. There must be specific activities to engage the group. Many times potentially strong groups flounder because the leader has failed to prepare properly. Unit IV of this Guide furnishes such a structured series of activities. These are presented in such a way as to provide flexibility while still retaining a specific thrust.

Starting A Group:

Selecting youngsters is the first task in group formation. Members can be obtained in several ways:

self-referral
parent or teacher
counselors
friends network
posting a notice (see sample notice)

Each young person should then be interviewed individually. The group's purpose and other specifics (length of time of each meeting, when meetings will occur) could also be discussed.

In forming a group care should be taken to include a) a mix of boys and girls (Note: a number of professionals working in junior high schools have indicated that single sex groups are preferable for 7th and 8th grade students. The single sex group apparently takes into consideration levels of maturity between boys and girls and sensitivity to certain topics); b) a maximum of 10 members; c) some vocal youngsters who can communicate well; d) some children who have experienced divorce and are coping quite well.

Scheduling the group meetings should also be realistic. Setting a meeting time outside an institutional setting does not pose a problem. In a school setting, though, many leaders have used lunch periods or alternating periods. In rotating periods no one teacher is unduly affected by student absences.

The next step in group formation is parental permission. Ideally this should be in person but could well be by letter or phone. Parents, in general, are usually very cooperative. After all you are helping them by sharing responsibility in the adjustment of their son or daughter. You are offering a support system that they can hardly refuse. (see sample letter).

Following selection of members and parental permission (where needed) a leader should collect some basic information regarding each member. This information could be gathered from the custodial parent (in person or by phone) or the youngster during the interview session. Such information should include:

1. current family makeup
2. occupation of parents
3. visitation rights
4. important data from separation/divorce agreement

In eliciting this information one should also request that any changes in family stability (a remarriage, new job, an anticipated move) should be relayed to you as leader.

Information is important. It provides you with needed background and also allows the leader to compare data received from a parent with information given by the youngster. Sometimes members distort reality and you may not otherwise be aware of it. For example, a girl may tell others about frequent visitations with her father when in fact his whereabouts are unknown.

Sample Notice

(Please read in Homeroom)
THE GUIDANCE DEPARTMENT IS NOW FORMING COUNSELING GROUPS FOR STUDENTS WHOSE PARENTS ARE GOING THROUGH A DIVORCE OR THOSE WHOSE PARENTS HAVE RECENTLY OBTAINED A DIVORCE. IF YOU HAVE ANY QUESTIONS ABOUT THESE GROUPS OR ARE INTERESTED PLEASE SEE YOUR COUNSELOR BY FRIDAY OF THIS WEEK.

Sample Letter to Parents

DEAR PARENT OR GUARDIAN,
AS PART OF OUR ON-GOING COUNSELING PROGRAM WE HAVE BEEN FORMING GROUPS FOCUSING ON VARIOUS DEVELOPMENT PROBLEMS BEING EXPERIENCED BY OUR STUDENTS.

WE HAVE FOUND THAT THESE GROUPS ARE HELPFUL IN THAT THEY PROVIDE AN OPPORTUNITY FOR OUR STUDENTS TO SHARE EXPERIENCES AND TO GROW BOTH PERSONALLY AND ACADEMICALLY.

YOUR SON/DAUGHTER HAS INDICATED AN INTEREST IN BEING IN A FAMILY ADJUSTMENT GROUP ON DIVORCE.

WE ARE PLANNING TO BEGIN THIS GROUP NEXT MONTH. IF YOU HAVE ANY QUESTIONS OR PROBLEMS WITH THIS ARRANGEMENT PLEASE LET US KNOW.

VERY TRULY YOURS,

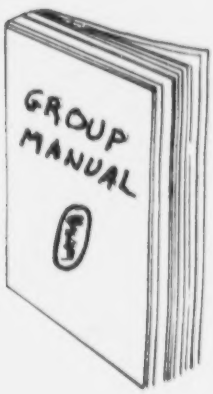
Group Leadership

A number of professionals have found working in a team (e.g. a counselor and social worker) to be more effective than working alone. A team allows one to share responsibility for the group and its activities.

Working with a co-leader can be very rewarding. Besides providing motivational help and feedback a co-leader lets you observe the group while another leads. With a co-leader you can also take inventory of your own feelings and values regarding divorce and stepfamilies. You would be surprised at how fast members can pick up your ambivalent values and non-verbal clues.

Another leadership structure being used is a combination of professional leaders and student peer facilitators. A peer facilitator, having successfully coped with some problems related to divorce, would be in a good position to help lead the group and share experiences. In choosing such a person ask for recommendations from other staff members. One successful leadership structure involves co-leaders and one peer facilitator. This Guide can be used with any of the leadership styles described above.

* * * *



THE GROUP MANUAL

The Leader's Guide for The Changing Family was developed as a companion to the Group Manual. All sessions and activities are coordinated between both books.

The Group Manual also includes all materials required for the sessions. The Group Leader has no need to photocopy readings and exercises. More time can thus be devoted to the tasks and dynamics of the group. Participants cannot complete the activities without the Manual.

Finally, the Manual includes extra selections that should be read before the group begins. Additional readings during each session highlight and emphasize material to be covered. This helps make your task easier.

UNIT IV: THE CHANGING FAMILY — GROUP SESSIONS

The sessions that form the heart of this Guide are based on the principle that a group should have well-defined goals and structured activities. The sessions are so constructed that when the group experience is completed each member should have developed a better self-understanding and certain coping skills. Members are given opportunities to practice these skills through case studies so that these skills could be applied as new situations arise.

There are 12 sessions. The activities for each session are numbered continuously for easy reference. In order to complete the sessions within a 30-45 minute time frame you will have to choose from among the activities given.

Session 1:

This is an "ice breaker" session for members and leader to get acquainted. It does not focus directly on divorce. The goal is for everyone to be comfortable and create a positive atmosphere. Groundrules and other administrative details are also covered.

Session 2:

Don't assume that members know how to listen. The listening skills explored, once learned, help the group function more smoothly.

Sessions 3 and 4:

Divorce, self-knowledge and feelings about family living are the focus of these sessions. Each develops a theme that will be followed for the remainder of the group.

Feelings and problems regarding divorce will be followed up in sessions 5, 6, 7 and 8:

Developing a better understanding of self will be continued in sessions 7 and 11.

Family and marriage will be re-emphasized in sessions 7 and 8.

Sessions 5 and 6:

One of your goals is to develop coping skills; one such skill is problem-solving. In this session you will help each member develop these skills. Members will have an opportunity to apply these skills in later sessions.

Sessions 7 and 8:

Divorce tends to breed cynicism, especially toward marriage. Young people, seeing failure in their own parents' divorce, will shy away from marriage ("I don't want another failure") or will enter into marriage with an attitude of "It probably won't last".

Love, marriage and family are examined in these sessions. A ranking system is used to examine the values attached to each of these. The "Classified Ad" is wonderful as a tool to initiate a discussion of the qualities desired in a spouse.

Sessions 9 and 10:

Popular children's stories are used to focus on the problems and adjustments required in stepfamilies. These families are examined in two cluster relationships: step-parent/child and stepsiblings.

Session 11:

Knowing one's positive qualities is the task of this session. Using individual and group input each member is bombarded by positive feedback. This "strength bombardment" is a sure fire success.

Session 12:

What next? This is a fair question to ask when a group ends. In the Group Manual a plan is outlined with specific steps that can be taken in regard to personal adjustment and family improvement. This session can be used as a final meeting even if there are less than 12 sessions in your program*.

*Note: If your group will meet for less than 12 sessions, I suggest that you combine sessions. Sessions 1/2, 5/6, and 9/10 develop similar themes and the activities of each pair could be easily integrated.

Outline of Each Session:

All sessions have a similar outline. These include:

1. Goals - helps the leader to clearly direct each session.
2. Leader Statement - sets the tone for the activities. They are only suggested statements and each leader can develop their own approach.
3. Activities - most sessions include two or more activities. These vary by age level. The leader should choose those that are appropriate. An effort has been made to vary the tasks. Some activities involve talking, others drawing and some motor exercises.

4. Procedure - step by step instructions for leader and members to follow. The procedures include the type of materials needed for activities.
5. Discussion - hints and suggestions for the leader in developing the theme for each session.

* * * *

Note 1: Leaders should have a Group Manual as a reference since not all material could be printed in both books. The following code is used:

*All needed materials are in Leader's Guide.
**Need to use Group Manual for reference.

The asteriks are found before each Activity (e.g., *Activity 1: "Getting to Know You.")

Note 2: Remember that each Session contains more than one Activity. It is important to select the Activities you wish to use before the meetings begin.

You can choose to do all the Activities in each Session, but, practically, it might be better to select from among those given.

GROUP SESSIONS

The Group Manual should be distributed in advance. Participants should read the introduction and Units I and II before the group begins. If this is not practical these units should be read at the earliest possible opportunity.

SESSION 1 — INTRODUCTION

Goals:
1. to explain the purpose of the group;
2. to establish some ground rules for group to follow;
3. to make members feel at ease and interact freely.

Leader:
I (we) have asked each of you to join this group because there is a need to discuss important things that are happening to you. It's sometimes easier to do this in a group with those who are going through similar experiences.

Explain times of meeting, where it would be held and how often. Any other housekeeping details should be taken care of at this time.

Leader:

Each of you will (or have) received The Changing Family Group Manual which is yours to keep. It will be used in the group and contains some interesting readings. As a start turn to p.12 in the Manual and read "Our Group". It talks about some of the things we will be doing in this session.

*Activity 1: "Getting To Know You"

Purpose - a) to introduce members to each other; b) to help members feel at ease and comfortable in the group.

Procedure - 1. Pair off members with someone they do not know (if an odd number leader could join in activity).
2. For two (2) minutes each the pair should a) give their names; b) describe what they did on vacation this past summer. (See below, "Alternate topics to discuss").
3. After the exercise is over have group come together again.
4. "Go Round" - group members (leader should be first if participating) give the other person's name and relate their story about this past summer's vacation.
5. Summarize the activity linking common themes. (e.g. same types of places for vacation -- beach, mountains, camping).

6. Alternate topics to discuss:

In place of "Last Summer's Vacation" you may use:
-- My favorite animal
-- My best class at school
-- Things I do after school
-- Sports and things that interest me

Ground Rules For Group

Leader:

Now that we have met one another it's important to establish some ground rules. It has been my experience that a group has less problems getting started if they agree on certain rules. What kind of rules am I talking about? For example, no one else should be talking or discussing anything while someone else has the floor. Can you think of any other rules?

Other rules: confidentiality in group
not having to speak on every topic
positive support of each other; try not to be negative

** Activity 2: "Go Round"

Purpose - to reinforce interaction between members.

Procedure - 1. Have group turn to p.12 in the Manual.
2. Each member should read the selection and then write down, in the space provided two words that describe their feelings right now; possible feeling words are given in the Group Manual.
3. In the "Go Round" each member participates, in turn, telling the group the words written down.

DO NOT DISCUSS FEELINGS AT THIS TIME.

Discussion

Leader should link similar feeling words and then summarize type of feelings expressed (e.g., happy feelings, sad feelings). Leader should also ask if there are any questions regarding group or group procedures.

*Activity 3: "Ice Breaker"

Purpose - a) the "ice breaker" helps members to start thinking about their personal qualities.

Procedure - (need old magazines, scissors, glue (or rubber cement), construction paper)

1. Members can read short selection on p.13 in Manual
2. Give members old magazines to look through.
3. Ask them to cut out 3 or 4 items (pictures, drawings, ads) that could represent them now -- who they are, how they feel.
4. Items should be clipped out and glued on construction paper.
5. Reassemble group when task is completed.
6. Leader should ask each member to explain their selection.
7. Use selection to link common items and themes between members.

Discussion -
This activity is an ideal introductory task. It involves members in a practical exercise with minimal personal disclosure.

Leader should emphasize linking. In this way members can start sharing common interests and experiences; do not focus only on feelings. Keep exercise light.

SESSION 2 — LISTENING

Goals:
1. to focus on the need for good communication in a group;
2. to emphasize the special skills (listening, good eye contact) needed for effective communication;
3. to practice these skills in the group.

Leader:
Just sit down and everyone relax. I thought I would begin our session today with a little story I came across that was interesting.

**Activity 4: Story

Purpose - to see how well members can listen; emphasizes the fact that listening takes effort.

Procedure - 1. Do not tell members the purpose of this exercise. It should be a surprise.
2. Read story (below).
3. After story tell the group to turn to p.14 in the Manual. There they will find a short questionnaire based on the story.
4. After filling out questionnaire go over answers and have group rate themselves.
5. There is no reason to reveal scores since the only object is to see whether listening took place.
6. Alternate Approach: Rather than have the members rate themselves a leader led discussion of the answers, with members volunteering their answers, would have the same effect. This alternate approach might reduce the test nature of this activity.

NOTE: The reading can be shortened. This depends on the age level of the members. Eliminate the section in brackets for shorter form.

Discussion -
-- Focus on listening as needing work and effort.
-- How did it feel once members realized what the purpose of the activity was?
-- Reinforce the fact that this was not an intelligence test based on how much information was remembered.

Story

Jane and Mike got up early this morning at 6:15 a.m. It was the day they were waiting for. It was the last day of school, June 15th. Tomorrow would begin summer vacation.

[Jane was 15 and was finishing the 10th grade. Mike was 13 and would be in the 9th grade next September. Their dad had already left for work as a policeman. He usually left at 6:00 but this morning he had to report for an earlier shift. Jane and Mike's mom was already downstairs making coffee and a breakfast of toast and cereal.

They both got dressed quickly and were downstairs by 6:50. By 7:10 they were ready to leave for the bus stop. "Right on time", mom said, "boy, I wish everyday was the last day. Then there wouldn't be any problems getting you two up".]

After arriving at school Jane went right to her locker to get out the two presents she bought for her favorite teachers, Mr. Jones the biology teacher and Mrs. Herman the math teacher. They weren't expensive gifts just a pen set and a scarf. But they would show Jane's appreciation to a couple of good teachers.

Mike also went right to his locker -- but only to make sure it was cleared out. Then to homeroom to begin the day.

[After Jane and Mike left mom sat down to a good cup of coffee and eggs and bacon. She thought: "tomorrow might be the kids first day of vacation, but I think today is my last day of vacation!"]

ANSWERS:

1. B. Jane and Mike
2. D. last day of school in June
3. A. June 15th
[4. C. 10th grade]
[5. B. 13 years old]
[6. C. policeman]
[7. D. none of the above]
[8. A. 7:10 a.m.]
9. B. locker
10. C. biology & math teachers
11. B. scarf & pen set
12. D. locker
[13. C. not mentioned]
[14. B. coffee, bacon & eggs]

Good Listening

Leader:
One of the most important reasons for our group is to help one another. This means that we must be aware of how to listen and communicate well.

One of our ground rules was: no one talks while someone is speaking. Yet we have to do more than "not talk". It requires that we actively "listen". Listening is not as easy as it seems. It requires work and effort. Very often when someone is speaking we're thinking of something else or daydreaming.

Many times when we're discussing something with someone or arguing we don't listen to the other person. Rather we are thinking of how to answer them while they are talking. Can you remember such times?

Procedure - 1. Turn to p.15 in Group Manual.
2. There you will find listed some keys and roadblocks to good listening (Note that these are duplicated below).
3. Members should list some additional keys and some roadblocks. This could be completed in a group or individually.
4. Group should discuss "good listening" habits.

Keys to Good Listening	Roadblocks to Good Listening
Concentration	Daydreaming
Looking at Other Person	Doodling
_____	_____
_____	_____
_____	_____

** Activity 5: Listening — A Two-Way Street

Purpose - to illustrate the importance of listening as 2-way communication.

Procedure - 1. Leader should explain the differences between one and two-way communication. My talking to you now is one-way communication. Two-way communication is where listener and speaker can both ask questions and receive clarification (as in a discussion or debate).
2. On p.33 in Leader's Guide are Figures 1 and 2.
3. Choose one member of the group to be speaker. Speaker should be out of view of listeners. Have speaker describe Figure 1. Allow for NO questions at this time.
4. Group should turn to p.17 in the Manual.
5. Members should follow the directions of speaker and draw design. Allow time to complete task. Review results.

Discussion -
Leader should focus on feelings generated by a speaker they could not see (eye contact) and could not ask any questions of. Feelings of frustration and confusion are common.

Procedure - 1. After discussion choose a second speaker and allow for same procedures using Figure 2 on p.33 in Leader's Guide.
2. However new speaker should be in full view of group and questions can be asked of speaker.
3. Allow task to be completed.

-- Note differences in group feelings during and after both tasks.
-- What are some of the plusses of two-way communication?
-- Link group responses.
-- Close session by summarizing the reasons for these exercises:
- to practice listening
- to highlight the need for listening as a two-way street
- to use these skills (eye contact, clear instructions) in the sessions that follow.

FIGURE 1

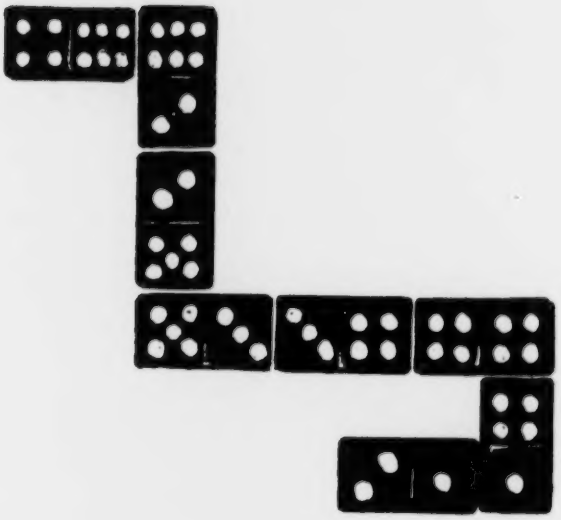
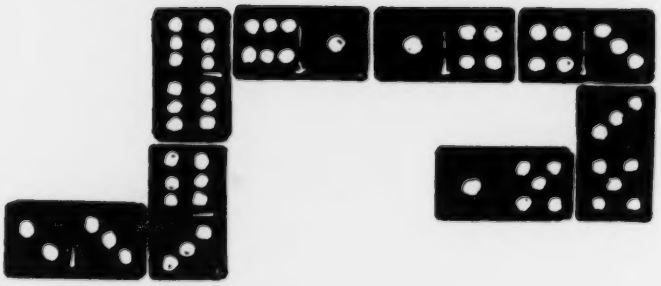


FIGURE 2



* Activity 6: Story

Purpose - To see how well members can listen.

Procedure - 1. Do not tell the reason the reason for this exercise.
Leader:
2. Whisper to the person to your right the following story and ask that the story be passed on to the person on his right. This procedure will be followed until all have heard the story. The last person hearing the story will repeat it aloud. Then the first person telling the story should repeat it.

Story 1:

There is a little story that many children read about: The Little Engine That Could. In the story a train is carrying toys and candy to boys and girls on the other side of the mountain. On the way the train breaks down. Big trains passing by don't want to help.

Finally a little blue train comes by and stops. It hears that the boys and girls are all waiting for the train. They would be disappointed if the toys and candy didn't come. The little train agrees to try and pull the big load.

The little train chugs and pulls up and up the high mountain. Although it almost breaks down the little blue train reaches the other side. All the boys and girls, when they see the little train coming, jump up and down. They all will get their toys and candy.

Story 2:

There are some new stories for children that are becoming very popular. One of these is about bears. They are called the care bears. These bears care about people and how they feel. Each bear is a different color and has a different picture on its tummy. Each is best for a different feeling.

Care bears live in the land of care-a-lot. It is a special place with clouds and rainbows. The bears are always happy to leave their home to help children. One of the bears is called Wish Bear another is Funshine Bear. There are 10 bears, in all, to help people.

Discussion
1. Compare the original story with the final tale.
2. Ask the group why there were differences. If the differences were major what would this indicate. (Not listening, day dreaming, etc.)
3. Now turn to p.31 and review Good Listening skills.

SESSION 3 — FEELINGS IN COMMON

Goals:
1. to facilitate an exploration of feelings and views about divorce;
2. to give members an opportunity to share feelings about their own parents divorce;

This is the first session that specifically discusses divorce. The leader is encouraged to focus on common themes or feelings expressed by the members. This allows each individual to "link up" with other group members -- to see that some problems and feelings are shared. The leader should reinforce such feelings in building up a group spirit.

**Activity 7: Common Feelings

Purpose - to begin a discussion of divorce by reading and discussing a short essay on common feelings about divorce.

Procedure - 1. Materials: chalk/board or writing pad.
2. Members should open Manual and read essay, p.18.
3. Allow time to complete exercise.
4. Leader: Now that we have read the essay I would like you to answer the questions below the reading. Please try to answer every one. I'll give you some time to do this right now.
5. Rather than discussing our answers in one group let's break down into two (or more) smaller groups.
6. Leader should assign one person as recorder.
7. There were three questions after the reading. (See below.) We'll share these answers with the small group now and the recorder will write down any answers which were similar -- same feelings or similar experiences.
8. Allow 10 minutes for this exercise.
9. Let's get together as one group again. I'm going to ask each recorder to share their answers with us. I'll also write these on the board.

Questions: 1. Thinking back what was the one thing you really didn't like about your parents' separation or divorce?

2. Of the four feelings listed below which one did you feel the most?
guilty sad angry disappointed

3. If you could discuss one feeling in the group that others also might have which one would that be?

Discussion -
The leader has three tasks to achieve in the discussion:
1) to support members who express any feeling (anger, joy, sadness, guilt) about divorce;
2) to suggest feelings that members seem to have in common;
3) to focus on some common problems brought up by individuals that may be later addressed by the group.
4) there are some excellent film strips that could be used to stimulate a discussion of feelings. See Unit V Resource Materials for further information.

**Activity 8: Values Toward Divorce

Purpose - to have group make choices regarding divorce and its aftermath.

Procedure - 1. Members should turn to p.20 in the Manual.
2. Leader: On p.20 is a list of statements that you each may agree or disagree with. I'm going to give you a few minutes to complete the sheet. Please try to answer each statement as best you can. Use "A" for agree or "D" for disagree.
3. After members finish the sheet use a show of hands to show contrasts in opinions, then discuss contrasts -
For each statement those who agree raise your hand. Those who agree strongly -- two hands. For those who disagree with the statement stand up. For those who disagree very strongly -- stand up and wave one hand.
4. Alternate approach: In place of filling out the form you may want to try the following:
Prepare 5-12"x12" tag board cards ranging from Strongly Agree to Agree a Little to It Depends to Disagree a Little to Strongly Disagree. Tape these across the blackboard, 4ft. apart. The statement is read out loud by the leader and the students stand under the card which expresses their response. Ask for volunteers to discuss why they are standing in that place.

Discussion -
There are no real answers to the value statements. Its purpose is to open up feelings and allow values to be expressed. The leader should not take a strong stand on these questions. Simply allow the group to note similarities and contrasts of view. Also the exercise should reinforce the fact that there are many ways to look at an issue.

SESSION 4: MY FAMILY

Goals:
1. to explore feelings about families;
2. to help members examine the importance of family;
3. for members to discuss relationships in their family.

Leader:
Today we are discussing the topic of family. Family means different things to each of us. One of you might automatically think of lots of brothers and sisters. Another a big house with a two car garage. Our ideas of family are influenced by our own experiences of living with others.

In addition, our ideas of the type of family we may want in the future (including marriage and having children) is influenced by what we think about a family.

**Activity 9: Pioneer X Spaceship

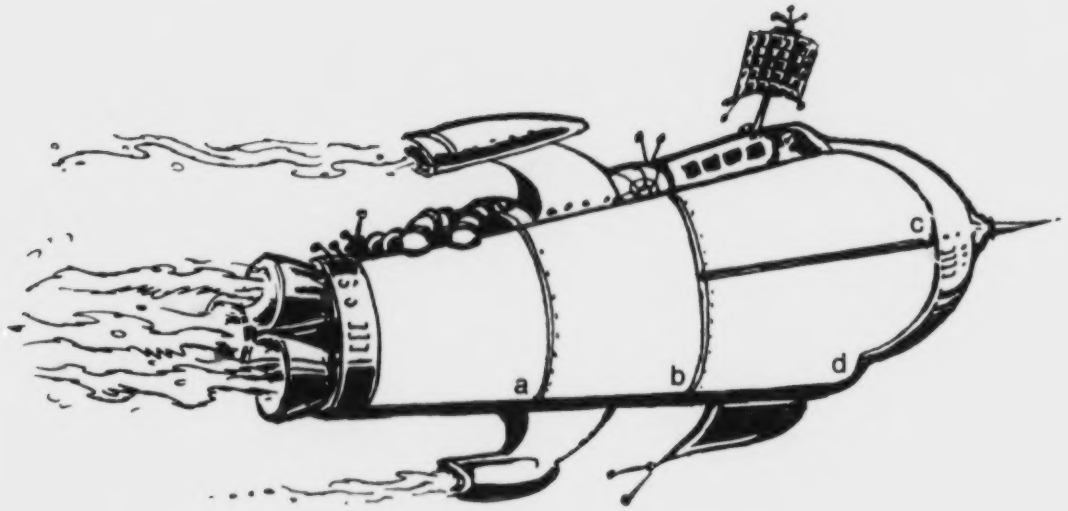
Purpose - to help members express their ideas of family and the important relationships in their family.

Procedure - (need crayons, pencil and Manual)
1. Please turn to p.21 in your Manual. There you see a model of Pioneer X. This ship, which is now in deep space, has symbols and drawings on it to indicate important characteristics of the human family. It was sent into space to try to contact other beings. We are going to use Pioneer X to symbolize your family.
Leader:
2. In each of the four areas of the spaceship important symbols of your family should be drawn.
3. In area A draw a picture of the most important member of your family.
4. In area B draw one object (favorite thing you own, clothing, hobby) which would describe something important about you.
5. In area C draw something that represents a happy time in your family.
6. In area D draw something (furniture, stove, T.V.) that represents your family life right now.
7. Allow time for members to complete task.

Discussion -
Below are listed four ways to use the Spaceship Activity:
a). Use a "Go Round" and have each member share their symbols about one or two areas;

b). Have all spaceships opened for full group to see and have one or two members select something that appeals to them from another's ship and ask for details;
c). Each member could discuss all four areas;
d). After each has shared information about their drawings and color other members of the group could request more information.

Topics to discuss include:
1) Why did a member choose a particular symbol or color;
2) Do any members want to change their drawings or color and why;
3) What are the common themes in the activity; what link-ups can be made? Focus on those members who have strong positive symbols.



**Activity 10: My Family Today

Purpose - drawing a family map and discussing important family relationships.

Procedure - 1. Materials: Crayons/felt pens.
2. Turn to p.22 in the Manual.
3. Leader:
Rather than ask each of you who is in your family -- mom or dad, brothers, sisters, grandparents -- we are going to draw a map.
Below p.22 are circles with the heads of important people in a family. In this example there is a mother, a brother and sister and a stepfather.
Above the example, I would like you to first draw your family just like in the example.
4. Allow time to complete the exercise.
5. Leader:
Now draw a line connecting you and the person in the family you feel closest to.
6. Leader:
Let's stay in our circle and, one at a time, show the group our family. Describe who each head is and which you feel closest to.
7. On p.46, in My Action Plan in the space under "The Person in My Family I am Closest to" you can put your selection.

Discussion

1. Leader should link responses (e.g., "Joanne, you and Ginny both have three brothers", or, "Phil, you and Kevin both feel closest to your mom.")
2. The discussion could then move to why a member feels closest to their mom, or dad, etc.
In such a discussion have someone volunteer to answer. In their response try to have them use examples of why they feel close.
3. Some observations you may wish to make:
a) Members of a family will not always be close to each other; yet this doesn't mean there is no family, as some members may believe.
b) The responses of the group shows that a member can be close to another. And if they can be close to one the possibility is there to expand their closeness to other group members (this theme will be developed in My Action Plan).
c) The size of the family does not determine closeness. Some large families can be closer than small families. Whatever the size there can be meaningful relationships.

SESSION 5 — SOLVING PROBLEMS I

Goals:
1. To cover the five steps in problem-solving;
2. To practice brainstorming techniques;
3. To use problem-solving techniques in practical situations.

Leader:

Today we are going to discuss problem-solving. Problems: we all have them. Solutions are harder to come by. Many times, when we or a friend has a problem, the first thing we do is start discussing solutions. If the problem is an argument between two friends your immediate solution would be to talk to each and get them together somehow. Many times such an approach makes the problem worse and leaves you frustrated.

Right now we are going to explore a way to handle problems -- our own and others -- in a way that is simple and effective.

Turn to p.23 in your Manual. There you will find 5 rules for solving problems. Would someone like to read the first rule: (Continue in same manner for all 5).

Rule 1: Write down the problem. What exactly is it.

Rule 2: Gather the Facts. Collect as many as you believe will help with the problem. Also gather the opinions of others (friends, teachers, relatives).

Rule 3: Brainstorm possible solutions. Brainstorming is a way to look at solutions without actually deciding what to do.

Rule 4: Sort out the alternative solutions. From the Brainstorming session narrow down the list to 2 or 3 practical ways of handling the problem. With this list decide what the probable outcome would be depending upon the alternative solutions.

Rule 5: Pick the best solution. Which of the possible solutions in Rule 4 would give the best result?

Leader:

All this may sound a little complicated. So let's practice. Let's look at Rule #3 and see how it works. Brainstorming.

We said that brainstorming is a way to explore solutions without actually deciding what to do. One firm rule of brainstorming in a group is to let all ideas flow (no matter how crazy it might sound). No negative criticism of ideas is allowed. We are now going to do this with Activity 11. We need your imagination and creativity for this exercise.

*Activity 11: Brainstorming Objects

Purpose - to practice brainstorming techniques as part of problem-solving.

Procedure - 1. Turn to p.23 in the Manual. Listed there are objects we are all acquainted with.
2. Break the group up into triads (3 members each). Group 1 should choose an object from first column; Group 2 from second and Group 3 from third.
3. Assign one person from each group to record.
4. Leader: What I would like you to do now is develop as many uses as possible for your object. Use your imagination and be creative.
5. Allow time to complete activity.
6. Have each recorder now read their list; reinforce any creativity and imagination shown.
7. What reactions did the group have to the Activity?

OBJECTS TO BRAINSTORM

1. candle	4. bottle	7. wire coat hanger
2. apron	5. ring	8. pillow case
3. newspaper	6. rope	9. brick

**Activity 12: Typical Problems in Separation/Divorce

Leader:
I think we did a great job on the brainstorming activity. Now let's try another one.
I want each group to brainstorm what are some typical problems young people face when their parents divorce. Now I am not necessarily talking about your own family situation. It could be one that involves a friend, cousin or anyone else you know.

Purpose - to focus brainstorming skills on problems related to divorce.

Procedure - 1. Group should remain in triads; use same recorders.
2. Have group read selection on p.24.
3. Groups should then develop as many conceivable problems relating to divorce; write responses, p.24.
4. After a few minutes ask the group to select the "top three" in each group. Leader should write these problems down (either on a wall chart or a blackboard); similar problems should be linked.
5. As leader is writing encourage a discussion on which are the most important. Remember there is no typical list.
6. Keep these problems on file for Session 6. They could be used to practice problem-solving.

SESSION 6 — SOLVING PROBLEMS II

Goals:
1. Solving some actual problems relating to divorce;
2. To help members begin to explore their feelings toward divorce through role-playing.

Leader:
In the last session we tried to understand some basic rules of problem-solving (review these if necessary, p.23 in Group Manual). We practiced how to brainstorm and applied this skill to 'problems of young people in a divorce'. From that session we have some interesting problems to explore.

**Activity 13: Problems to Solve

Leader:
Now let's try to apply what we learned to actual examples as they relate to the divorced family. Remember, though, that problem-solving is a technique and does not solve every situation. It may however clear up your thinking or create some imaginative solutions to follow up on.

Purpose - to present problem-solving situations for group discussion and decisions.

Procedure - 1. Groups return to triad position (new groups and recorders).
2. Turn to p.25 in the Manual. Read the short essay beginning Activity 13. Listed there are 5 problem-solving situations. Each relates to a situation found in a divorced family. I'll assign one problem to each group.
3. Assign problems randomly 1 thru 5. (For some suspense put roles on paper in a box; have sub-groups pick situations).
4. a) Define problem; b) Discuss problem (what feelings and issues are involved); c) brainstorm alternative solutions. When you get your solution, be sure you are able to role-play it.
5. Allow time for discussion and make sure each group can act out its solution.
6. Now ask each recorder to read the problem and then have the solution role-played. Leader could model role-playing by participating in first situation with group members. (An explanation of role-playing, for members to read, is found on p.26 in the Manual).
7. Alternate Approach: Leader could use the member-generated problems from Activity 12 in place of those given in Activity 13. In this case follow the structure of the situations given in Activity 13.

Discussion -

A general discussion should follow each role-played situation. focus on the feelings generated by the problem. Try to generate other alternatives than the one presented.

Leader should also encourage members to express their own feelings. Don't push this point if it does not happen.

Also link similar experiences that members have. Doing this may require you to summarize and clarify someone's feelings during the group process.

One way of setting up the role-playing is to put the roles of a problem in a box; have some volunteers pick a role then play it out. To succeed pick volunteers who enjoy "acting!"

SESSION 7 — VALUES TOWARD MARRIAGE

Goals:
1. to help members define what they mean by "loving";
2. to examine their values toward marriage;

The overall purpose of Session 7 and Session 8 is to discuss and explore members' attitudes toward marriage.

Many studies of divorce have found that the view of the "children of divorce" toward marriage can be very negative. They have seen failure and many do not want to take such a "risk at failure" themselves. The leader's goal is to help members to clarify and share values and feelings toward marriage.

**Activity 14: What is Love?

Purpose - to help members define what they mean by "love" and apply this to particular individuals.

Procedure - 1. Leader will need a board and chalk; members should turn to p.27 in the Manual.
2. Leader: Defining what we mean by love is sometimes hard -- but let's try it. Read the short reading and quotations in your Manual. What do you think they mean by love?
3. Allow time to read the quotes.
4. Below the paragraph (you read) are some lines with blank spaces. Write down some key words that should be a part of the word 'love'.
5. Write down the names of some people you know who are 'loving' according to your key words. It could be a parent, brother, sister, friend.
6. Now I'm going to write down some of your words on the board. If you think of any new words while I'm writing just bring them up.
7. The Leader should then help the group reach an acceptable definition of what love is. A definition should include words such as: sharing; interest in the other; wanting to be with the other person. This definition should be written in the space on p.28.
8. Does our definition of love apply to any of the people you listed on p.28? (Group may now wish to revise their list of names based on the definition group agreed to).
9. Alternate approach: In place of members reading the quotes, the leader may read each quotation and then discuss what is meant by the quote. After the group reacts to all the quotations proceed to #4 above.

**Activity 15: Values toward Marriage

Purpose - to allow members to think out and evaluate their reasons for marriage.

Procedure - 1. Open Manual to p. 28; blackboard and chalk.
2. Leader: Listed on p.28 are some reasons given by young people for getting married. I would like you to rank them from 1 through 5. #1 is your first choice.
3. Allow time to complete activity.
4. I'm now going to use the blackboard to list some of your #1 choices. Which do you think is the most important?
(Leader should use this device to facilitate a discussion of reasons for getting married. As part of the discussion compare responses to Activity 14 and how love can be a reason for marriage).
5. On P.46, My Action Plan, you can put your #1 reason in the space under "The Most Important Reason I see in Marrying."

Discussion -
The leader now has a range of values expressed by the group regarding love and marriage. This provides a solid framework for a discussion of values.

**Activity 16: What Marriage Would Mean to Me

Purpose - A fantasy drawing to let members describe what marriage would mean for them.

Procedure - 1. Materials needed: crayons, construction paper, felt pens; turn to p.29 in Group Manual.
2. Leader: I'm really interested in finding out how each of you would see yourself if married. Look ahead to the future (5 or 10 years). See yourself as married and maybe with children, or, maybe without children.
Now imagine the kind of place you would live in. Is it an apartment, house or condo? Draw a picture of that house and fill it with people and whatever else you want. Are there any children? Below the space for a drawing are suggested places to live/who's living there/and what else? There are plenty of crayons and paper here for drawing your fantasy, so let's get started.

3. After the project is finished compare drawings. Allow members to describe their work.
(Leader should draw similarities between drawings. Also relate the fantasy drawing to the values expressed in earlier activities).
4. Try to summarize the activities in session 7 by making sure each member has expressed their values, compared them with the values of others and has explored alternate ways of thinking and valuing.
5. If a member does not wish to see him/herself as married, he/she may draw themselves in any way they choose (e.g., single, living at home).

SESSION 8: "WHAT I WOULD WANT IN MARRIAGE"

Goals:
1. To look for the important qualities needed in a marriage partner;
2. To explore the role of children in a family;
3. To summarize the discussion on marriage and the family.

Session 8 presents the contemporary family with the usual stresses -- children, careers and adjusting to another (spouse).

Again, using value activities, members are asked to question their attitudes, in a marriage, toward each of these. The goal of Session 8 is not to concretize opinions and values but to open up new possibilities and alternatives.

**Activity 17: Classified Ads

Purpose - to have members specify what qualities they would want in a potential spouse.

Procedure - 1. Open Manual to p.30.
2. Leader: Using a classified ad to advertise for a spouse is not that unusual. We find them in the newspapers every day. (You may want to bring in examples from the newspaper personals. In reading them to the group discuss the qualities listed or looked for). In the space found in the Manual I would like each of you to write a "Spouse Wanted" ad. In it you should list some of the qualities listed alongside the space, e.g., age, education, values.
3. Allow time to complete exercise.
4. Now I would like you to write a "Spouse Available" ad. Here you are describing yourself for possible marriage. What could you offer someone? Again, use the qualities alongside the lined spaces, e.g., appearance, income, personality.
5. Allow time to complete exercise.
6. We now have two want ads -- a "Spouse Wanted" ad and a "Spouse Available" ad. We're going to divide into two groups depending on the ad. In the group share your ad. See if you can come up with other qualities from the suggestions of others. Later we'll share some of these with the whole group.
7. Let members volunteer as to which group they want to join. Allow time to complete activity.

NOTE: Members should pretend to be older than they are. But have them write the ads using some of the ways they see themselves now (e.g., future career, interest in a hobby, etc.).

Discussion -
The want ad activity is an excellent device to bring out the areas of agreement and those of contrast between members. It also allows them to give and receive feedback on qualities they may not have considered in themselves.

NOTE:

1. Many times a young person will automatically choose qualities found in a parent (whether a custodial or not). These may not be desireable qualities but simply a model of what's available. You may want to follow this up in the discussion.

2. A discussion of values can expose young people to alternative choices and qualities. As a leader direct the discussion toward this end.

**Activity 18: Family Size

Purpose - to discuss the value of children in a marriage.

Procedure - 1. Open Manual to p.31.
2. Leader: If you remember last time we talked about getting married and why. Now let's talk about your reasons for having/or not having children. Some reasons for having children are listed on p. 31. Underline the three (3) most important to you or put an X in the box for no children.
3. Now circle the one you believe most important of the three underlined.
4. In part B circle the letter for the amount of children (if any) you may want.
5. Let's find out what you chose. First we'll look at the number of children. Those who said no children move your chairs together here; 1 child here (to another part of the room); 2 here; 3 here; 4 or more over there.
6. Now let's find our the reasons for having or not having children. First let's hear from the no children group. (The leader allows each group or individual to give reasons; allow for comments, comparisons and contrasts between answers).

Discussion -
1. In addition to providing contrasts you may want to divide the group between those wanting and not wanting children. From each group choose representatives and stage a mini-debate.

2. Try to lead the group to realize how experiences as children can affect attitudes toward having children of their own. For

example, you may want to focus on their family and how children have affected the quality of their own families.

3. You may also select to use only one part of this activity especially if there are time constraints. Don't rush through just to finish the whole exercise.

** Activity 19: Summary and "Go Round"

Purpose - to bring the two sessions (7 and 8) to a close; to summarize through the use of the "Go Round" technique.

Procedure - 1. Leader: We have spent some time now discussing love, marriage and your ideas on family. There were many different values expressed and choices made. There were some similarities but also many differences between you . I would like to bring it all together now -- love, spouse and children.
2. One way of doing this is the "Go Round" exercise. Let's start with love. Think of one word that expresses what you mean by love, write it down in the Manual on p.31; now let's go round and tell the group what word you chose. Remember, just one word.
(Summarize the words used by the group and suggest any interesting points).
Let's now do the same for marriage. What is the one quality you would want to have in a marriage. One word please.
(Summarize).
Now for a spouse; a key quality your potential husband or wife should have."
(Summary).
Finally, with children. Why would you want children
(if a member said "no children" allow him/her an expression of their sentiments too).
3. If time allows the group may discuss common qualities agreed upon. This could prove very enlightening.

NOTE: The "Go Round" could be shortened. Select from among the themes (love, marriage, spouse, children) only those that the group found particularly interesting.

SESSION 9 — BLENDED FAMILIES I

Goals:
1. to introduce the topic of step or blended families;
2. to explore member's feelings concerning stepfamilies;
3. to problem-solve common difficulties found in stepfamilies.

The group leader, by this time, may know how many group members are in step situations. Regardless of the number involved this session is important because many of the members may find themselves in a stepfamily at any time.

**Activity 20: Step Parents in Fiction

Purpose - to open the topic of blended families by focusing on typical stepfamily stereotypes.

Procedure - 1. Members should have Manuals with them.
2. Leader: Please turn to p.32 in the Manual. There you will find an excerpt from a story that you may remember from childhood -- Hansel and Gretel. I'm going to give you a few minutes now to read it.
3. Alternate approach:
--The leader may also read the story and have members follow along.
--The leader may assign roles to be read (e.g. Hansel, Gretel, Wife, Narrator).
4. Allow time for the reading.
5. Under the reading are some questions. Let's discuss these now.
6. Questions:
a. In Hansel and Gretel, how is the stepmother portrayed?
b. Does this picture of the stepmother hold true for the father?
c. How fair of a picture is this about step-parents?
d. Do reading stories such as these make it harder for step-parents to succeed?

Discussion -
Try to balance any experiences given by the group (not all should be positive or negative). In addition examine how T.V. has handled stepfamilies. Use shows such as "The Brady Bunch" and "Different Strokes" to illustrate the points you are making.

**Activity 21: Problem-Solving

Purpose - to present real situations that occur in stepfamilies and have group brainstorm alternative solutions.

Procedure - 1. Members should have Manual.
2. Divide members into 2 or 3 groups. Groups should each contain individuals from stepfamilies.
3. Leader: On p.34 in the Manual typical stepfamily situations are presented. I would like each group to now problem-solve the situations presented. If you remember we earlier discussed how to problem-solve. (Turn to p.23 in the Group Manual for a brief review with the group). In some cases there may be more than one alternative solution. You may have only one or more than one.
4. Allow groups to choose problem they want to discuss. (Situations may also be randomly assigned or chosen from a box).
5. Assign a recorder for each group to write down alternative solutions.
6. Leader: If time allows we will try to role-play some of the solutions you come up with.

Discussion -
Stress a) that communicating problem should begin with person you are trying to work with; b) that a mediator or social service agency may be needed to help; c) that compromises must be made by all sides.

In discussing stepfamily situations be aware that those members in single family homes may not be acquainted with the problems. So it is important to stress the role-playing aspect of this activity. In this way all members could participate actively in the problem-solving.

SESSION 10 — BLENDED FAMILIES II

Goals:
1. to focus on the adjustment problems of stepsiblings;
2. to explore members' feelings concerning stepsiblings;
3. to summarize our discussion of blended or stepfamilies.

** Activity 22: Stepsiblings in Fiction

Purpose - To help group discuss stepsibling relationships by reading a selection from Cinderella.

Procedure - 1. Members should have Manual.
2. Leader: Please turn to p.36 in the Manual. There you will find a selection from another popular children's story -- Cinderella. I'm going to give you a few minutes now to read the essay and story.
3. Alternate approaches:
Same as in Session 9.
4. Allow time to complete reading.
5. Let's look at the questions under the reading.
6. Questions:
a. In Cinderella, how are the stepsisters portrayed?
b. How does Cinderella respond to their actions and behavior?
c. Is this a fair picture of stepbrothers or stepsisters?

Discussion -
Again, as in session 9, try to focus on the responses of those members who are in stepfamilies.

Aim in the discussion on the story and the obvious stereotypes. Emphasize the point that Cinderella chose a certain type of behavior (basically non-assertive) in dealing with her stepsisters. Could there have been other alternative reactions to the stepsisters?

Also, as in session 9, use current T.V. shows for further illustration.

** Activity 23: Mono-Dialogue

Purpose - to bring to a close our discussion of stepfamilies.

Procedure - 1. Members should turn to p.38 in the Manual.
2. Leader: Look at the questionnaire on Stepfamilies on p.38 in the Manual. Everyone should complete the four statements on the questionnaire. I'll give you a few minutes right now to do it. (Members not in a stepfamily should also complete the questionnaire based on what they believe would be the case).
3. After all have finished say: I am now going to break the group into two circles. I want the small groups to discuss their answers. (The group may also stay together for the discussion.)
4. Allow some time for discussion.
5. I want to focus on the question that deals with the most difficult relationship in a stepfamily. Which one do you think it is?
6. Discussion.
7. Leader: The majority of members feel that the most difficult relationship would be between and . I'm now going to ask for one volunteer to come up here for our mono-dialogue. What is a mono-dialogue? Well first there are two chairs opposite each other. Our volunteer will sit in one of the chairs. He/she will face the empty chair. Then we will be told who is in the other chair. Now comes the interesting part. Our volunteer will then talk to that person and discuss why their relationship is so hard. Then he/she will change chairs and respond as one would think the other person would answer.

Discussion -
1. Member should try to focus on a particular problem experienced with the other person.
2. Try to encourage an exploration of alternative solutions.
3. Leader may have to model the role-playing to help the volunteer.
4. Other members could replace the volunteer if they have a good response.

NOTE: If group is uneasy with the mono-dialogue you may use two people in an ordinary role play (e.g. one member as stepbrother another as stepsister).

The mono-dialogue may be most difficult for 12 and 13 year olds (7th and 8th grades). If this is the case the activity could be reduced to a general discussion following the Cinderella reading.

SESSION 11 — THINKING POSITIVE

Goals:
1. to help members strengthen their positive image;
2. to allow members to hear positive feedback from others;
3. for leader to strengthen concept that group has been a positive source of personal growth.

Leader:
Talking about ourselves positively is sometimes difficult. If I asked each of you to describe some negative quality you have I doubt whether there would be a problem. But being positive -- that's another story.

We also don't like to talk about ourselves because we don't want to open ourselves to criticism -- to be told that this is not us; that we are wrong in how we look at our personality.

The group here has been meeting for awhile now. I feel confident that we can help each other understand ourselves better. But we're going to be thinking positively.

We each have strengths -- personal qualities that show through. Let's see if we can find some of these now.

NOTE: The Group Leader should choose the most appropriate of the three activities given for this session. They all have the same goals.

**Activity 24: Strength Chart

Purpose - to focus on members' positive strengths and receive positive feedback from others.

Procedure - (need pencil and Manual)
1. Turn to p.39 in the Manual.
2. Have members read selection on Positive Strengths; answer any questions; have members read instructions. Fill out chart and graph on p.40.
3. Members of the group should now take turns telling their positive strengths; those that have been scored 8 or above.
4. After each member finishes other group members can give feedback on strengths mentioned or others that may have been neglected. These can be written on p.40 in the spaces provided and on p.46 in My Action Plan in spaces under "Qualities Group Sees in Me".
5. Leader should firmly monitor group so that no negative feedback is given.

6. List 3 of the positive qualities you chose in My Action Plan on p.46 in your Manual.

Discussion -
-- Focus on the difficulty of staying positive in a society where so much comment is negative.
-- Reinforce the perception that this group is a helpful resource for such feedback.
-- Emphasize the need for continued positive self-evaluation as part of maintaining self-esteem.

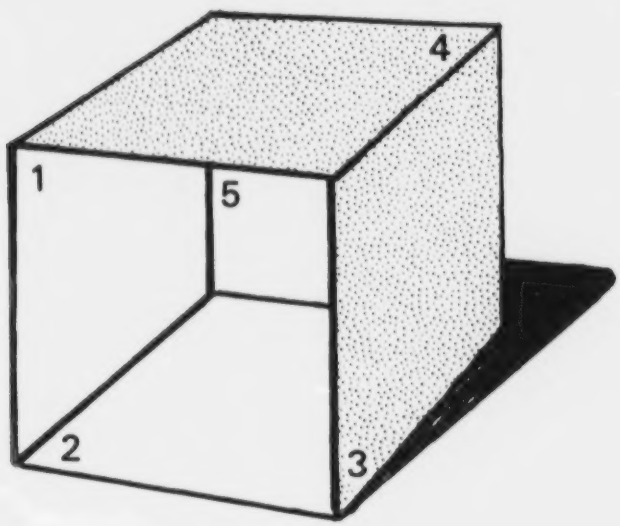
Personal Qualities

	LOW 0	2	4	6	8	HIGH 10
Interest in School						
Can Work with Others						
Interest in Sports/Clubs						
Confident in Myself						
A Quiet Person						
Concern for Others						
A Good Listener						
Can Talk Well						
Friendly (like people)						
Like to Work on Projects						
Very Energetic						
Can Control My Emotions						
Like to Get Involved						
Try to Do Things Well						
Don't Like to Waste Time						

** Activity 25: The "U" Cube

Purpose - An alternate activity with same goals and purpose as Activity 24.

"U" Cube



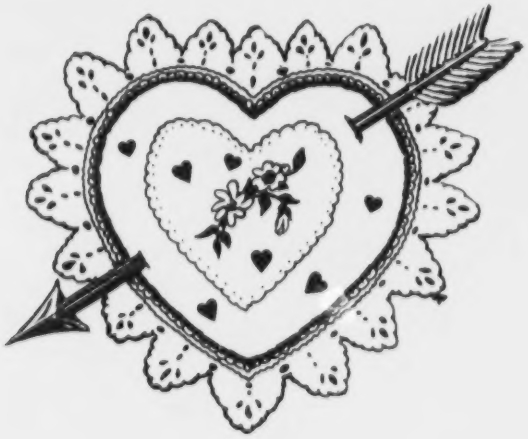
Procedure - 1. Materials: Manual and crayons.
2. Leader: On p.41 in the Manual is a drawing of what is called the "U" Cube. We are going to use it to understand a little more about ourselves and the group here. Below the cube are a list of words that might help you. You don't have to use these words but they may help. Note that all the words are positive. One part of the cube has to be colored in; use your favorite color -- a color that helps to tell us about you.
3. The cube as you can see is divided into 5 sections. In each section are spaces to fill or color in.
4. We'll start with side one. In the space write one word that you would use to describe yourself in a positive way.
5. Side two: use one crayon with your favorite color and fill it in.
6. Side three: write one positive word that describes the person to your right.
7. Side four: write one word about the person sitting on your left.
8. Side five: write one word that describes your group leader.
9. Allow time to complete exercise; offer help where needed.
10. If the group is 9 or under in size the remainder of the exercise can be done as one group. Any larger group should be divided into smaller groups (4/5 per group).

11. Leader: I hope you all found it interesting to be positive about yourself and others. We are now going to try to share our words and colors.
12. Leader should have each person tell their favorite color and then one positive word they wrote for themselves. Another member (to left or right) who wrote down one word about that person could now respond with their positive word. The leader could also suggest any other word that describes that person.
13. "Go Round" with group. Keep the activity light. The leader could also ask for his/her describing words.
14. The leader should show similarities between responses and ask for more precise words if some appear vague; ask for examples to help clarify a word chosen.

Other topics for discussion could be:
-- How did it feel getting compliments from others?
-- How did it feel choosing qualities for others?

**Activity 26: Valentine's Bag

Purpose - An alternate activity with same goals and purpose as activities 24 and 25.



Procedure - 1. Materials: Index cards (a group set for each member) and small paper bags (each bag having the name of a member on it).
2. Leader: You might remember way back in kindergarten or first grade that at Valentine's Day everybody had to give a valentine card to each member of the class. In this way nobody was forgotten and everyone felt good. We're going to do something like that now to look at our positive qualities.
3. Each of you have been given a set of index cards -- one for each member of our group including yourself. You are going to have to write down one positive quality for each member and for yourself.
a) Put the first name of each member on a card;
b) Now turn to p.42 in your Manual. There you will find a listing of positive quality words. You could use these in filling out your cards or use other words -- remember the words have to be positive!
c) Now put the cards in the bags. The name of each member is on the bag. (The leader is encouraged to join in on this activity).
d) Allow time for task.
e) Each member should now take their own bag and start looking at the cards.
f) Leader: Now that we have looked at some of the cards, we have some idea of what others see as our positive qualities. We are now going to go round the group and try to share one quality that was given to us, and then share with the group one quality we believe we have. Share one that you agree with and then one that you might not agree with.
g) Before we throw away the cards you may want to write some of the words down to look at later. There is room to do this on p.42. Also in My Action Plan, p.46, write down the word you chose for yourself and some words chosen by others.

Discussion -
Leader should keep exercise light and monitor for negative reactions. Try to link similar qualities between members. Members can clarify any words they use to describe another if the meaning of a word is not understood.

SESSION 12 — TYING IT ALL TOGETHER

Goals:
1. to summarize some key concepts discussed in the group;
2. to allow members to reflect on the group experience;
3. to chart members' "next steps".

The major task of the group is to bring together some of the major experiences of the past few months.

Each leader may use their own techniques to bring closure. The three (3) activities presented here will accomplish this task.

*Activity 27: What this Group Means to Me

Purpose - to express what group has meant to each individual -- either visually or by writing.

Procedure - 1. Crayons/pencils/ paper;
2. Leader: The experiences we have shared as a group together have been unique. I have seen growth, change and excitement as we went through the Manual and did the activities. Likewise the feelings expressed and shared will always remain uniquely ours.
Why don't we now try to describe what the group has meant to each of us.
3. Here on the table are crayons and paper. Let's all try to express what we feel in a drawing. It could be symbols only or words or things. When we finish I hope all of you would like to share your thoughts and feelings with the rest of the group. Some of you may choose to write a couple of short sentences about the group. There is room to write these on P.43 in your Manual.
4. Complete task.
5. Members should now express their feelings.
6. While members are expressing their thoughts the leader should continue summarizing and comparing; also encourage continued contact of members after the group ends.

* Activity 28: My Feelings About Group

Purpose - An alternate exercise to use in place of Activity 27.

Procedure - 1. Leader: When a group ends, it's my experience that the members have many different kinds of feelings. Some feel happy, others sad or gloomy. I'm interested in knowing what each of you are feeling. But rather than just asking you, let's try something different.
2. I would like you to write down your feeling on p.43 in the Manual.
3. Now I want you to try to tell the rest of us what the emotion is -- but in pantomime. (Explain what this means or even better demonstrate it with your feeling).
4. As each member tries to play act their feelings the others should try to guess what the feelings are.
5. Link similar feelings and applaud good performances.

**Activity 29: "A Next Step": Where I can Improve Myself

Purpose - to have members think out a "next step" for personal improvement.

Procedure - 1. Turn to p. 44 in the Manual.
2. Leader: Notice on p.44 a list of statements concerning self-improvement. Please rank these 1 to 5. This activity leads us a "next step". A "next step" is what we could practically do to improve ourselves. Its something we can do tomorrow or even today. It should be specific and help us improve ourselves. If none of these statements describe your personal goal there is room on p.44 for you to write down a self-improvement goal. This becomes your #1.
3. Allow time to complete ranking statements.
4. Now that we have ranked our areas of self-improvement, let's go to your #1 choice. It's important to decide now how you want to reach this improvement -- "a next step". It should, as I said earlier, be specific and practical; something to be done today or tomorrow. Write this "next step" in the space provided in the Manual.
5. Allow time for exercise.
6. Leader: We're going to have a quick "Go Round" on both these areas: self-improvement goal and next step. Try to be as precise as possible about what you can do next. Other group members can join in on helping each of us on the "next step".

7. Write your #1 goal and "next step" in My Action Plan on p.46.

Discussion -
One practical result of the group program should be an Action Plan prepared by each member. The "next step" is a specific task that will meet this objective. Try to "pin members down" on being specific (e.g., "Tomorrow you will be up early enough to get the school bus on time." To do this the member will set the alarm clock earlier, etc.)

**Activity 30: "Next Step": For the Family

Purpose - to have members think out a "next step" for family improvement.

Procedure - 1. Turn to p.45 in the Manual.
2. Leader: On p.45 is a list of statements concerning areas where you can help the family. Rank these just as you did the self-improvement statements. Again there is room for your own goal. When you write it down it becomes your #1.
3. Look at your #1 goal, what would be a practical "next step" for family improvement? Write this down on p.45.
4. Allow time to complete ranking statements and "next step".
5. Leader: Now for a final Go Round on family goal and your practical "next step" to help the family. Again others can join in to help fellow members."
6. Now write your #1 goal and "next step" in My Action Plan on p.46.

Discussion -
Same as Activity 29.

**Activity 31: My Action Plan

The leader should go through the plan on p.46 with the group. It summarizes many of the activities found in the Group Manual. Go through it by number.

Most important are the "next step" features. Reinforce with the group that the "next step" should be something that can be done almost immediately.

Other aspects of the plan -- positive strengths, goal in marriage -- should also be completed. To help fill out the plan, activity references are given as to where the information can be found.

Closure

If the leader has followed the sequence of sessions in the Leader's Guide there are four major tasks of closure:

1. to encourage group members to continue helping and talking to one another informally. Re-developing the group for periodic future meetings may be suggested. But this may not be practical or possible.
2. to encourage members to keep the Manual and refer to it (the essays and exercises) in the future. It is also a handy guide with a good bibliography, glossary and list of resources. If time allows, go through Unit V particularly the Glossary. Explain any unclear definitions.
3. close by emphasizing some of the learning skills that can make the divorce experience more positive:

a). there could be less tension in the home with the parental separation;
b). you may have more quality time with both parents now;
c). you have seen the pitfalls of marriage and can now make a more intelligent choice.
d). you are forced, early in life, to be independent and more responsible for yourself;
e) you learn survival skills early (cooking, care of self, money management);
f). you should be more tolerant of others; you know how it feels to have problems.

This completes The Changing Family. I personally thank you for using this Guide and being helpful to young people during a most difficult time in their lives. Hopefully, now that you have experienced the positive results of a group, you are ready to start another one!

Use this experience to help plan a new group. Review the activities you chose and make changes where necessary. The Leader's Guide offers over 30 activities; each with a different approach. Some ask for feeling responses; others relate to communications skills and a number present case studies to problem solve.

But you have begun! It means you have the concern and interest to help others. And, believe me, this is the most important ingredient!

UNIT V — RESOURCE MATERIALS

GLOSSARY OF TERMS

Alimony - money paid by one ex-spouse to the other for support after a divorce. It lasts for a specific time or until the ex-spouse marries. It is not an automatic benefit. In fact it is being awarded less frequently today by judges.

Child Support - payments made by absent parent to the custodial parent to pay for child's expenses -- day to day, education, trips, medical bills. Child support continues until child marries, finds full-time employment, reaches a certain age or finishes college.

Contested Divorce - one or the other parent may not want the divorce or cannot agree on property settlement, child support, custody, visitation rights. The judge rules in such cases.

Custody -

1. Sole - this is the case in 90% of cases. The legal and ultimate decisions are made by the custodial parent; the non-custodial parent has visitation rights.
2. Joint physical custody - both parents share responsibility for their children and both alternate custody for periods of time; sometimes called alternate or divided custody.
3. Joint legal custody - both parents have equal say in decisions that affect children even if child lives with one parent. This include decisions about religion and schooling.
4. Split custody - each parent receives a child (or children) and has complete decision making power.

Custodial Parent - the parent with whom the minor children legally live as agreed to in the separation or divorce decree.

Equitable (Fair) Distribution of Property - marriage is viewed as a partnership and judges can divide it without regard to who holds legal title to property, pension funds, medical benefits.

Legal Separation - couple no longer live together, but the marriage is not legally ended; it is usually first step to a divorce.

Maintenance Money - payments given, instead of alimony, usually to wives, for a specific and limited period of time. It permits the wife to equip herself with skills to earn her own living.

Tax Provisions of:

a. alimony - person receiving the payments must report it as taxable income and the person making the payment can deduct it on return.
b. child support - cannot be deducted by the person who pays it nor taxable to the parent who receives it.

Uncontested Divorce - couple have agreed to the divorce and all particulars. They go to court with an agreement; may or may not involve lawyers.

Visitation Rights - the agreed to visits of children to the non-custodial parent; these are subject to change by a judge.

REFERRAL INFORMATION

This information has been gathered for your use. Some of the agencies below may not be located in your area or the services may be provided by a different Agency. Please see your counselor for help or to answer any questions.

First Step:

In-School services:
Check first with your school counselor, social worker or school psychologist.
Your school counselor, in fact, may be able to offer concrete suggestions to follow so first check there.

Support Groups:

Family Resource Coalition
230 North Michigan Avenue
Chicago, IL 60601
(A group of family-support programs that helps families find or start support groups.)

Family Service Association of America
44 East 23rd Street
New York, NY 10010 Telephone: 212-674-6100
(A group with over 262 affiliate agencies in the U.S. and Canada. They have self-help groups for children and their parents.)

Parents without Partners, Inc.
7910 Woodmont Avenue
Bethesda, MD 20814 Telephone: 301-654-8850
(A national support group for single parents and their children. Offers discussion groups, workshops, children's programs.)

AGENCIES:

Human Rights Commission
Local offices
-- for questions regarding legal problems and students rights

Mental Health Clinics -- local offices
-- deal with a wide range of problems and offers counseling on an individual or group basis.

Religious Organizations
-- these can be found through local directory services. All major faiths sponsor programs.

Youth Boards (town or county)
-- offer counseling and mediation services to individuals and families. Many also sponsor teen centers and job information booths.

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"When the School Is the Second Parent", New York Times, May 3, 1979.

AV Materials

To vary the pace of the sessions it is suggested that some AV material be included.

a) The following filmstrips are highly recommended, especially for 7th, 8th and 9th grade students:

When Parents Separate
After The Divorce
When Families Move
The New Neighborhood

all produced by:
Walt Disney Educational Media Company
500 South Buena Vista Street
Burbank, CA 91521

b) The following films are also very appropriate:

Children of Divorce -- Transitional Issues (for elementary school age)

Children of Divorce -- Transitional Issues (for junior high and high school age)

Rental information:

American Association of Counseling & Development
Order Services Department
59-99 Stevenson Ave.
Alexandria, VA 22304

"THE CHANGING FAMILY"

By
Paul J. Ciborowski, Ph.D.

GROUP MANUAL

Name _____

Leader's Name _____

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GROUP MANUAL

FOCUS ON BEHAVIOR — SERIES I

First Edition

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Paul J. Ciborowski

TABLE OF CONTENTS

	Page
Index to All Sessions and Activities	2
Introduction	4
Unit I - Experiencing Divorce	6
- Stepfamily Living	8
Unit II - Why a Group	11
Unit III - Group Sessions	12
Unit IV - Resource Materials	48
- Terms to Know	48
- Referral Information	50
- Useful Books to Read	51

INDEX TO ALL SESSIONS AND ACTIVITIES

Session 1	Introduction	1. "Getting to Know You" - Introduce selves - Describe vacation 2. "Go Round" - 2 words on Feelings 3. "Ice Breaker" - Magazines/scissors/glue
Session 2	Listening	4. Story and Questionnaire 5. Listening - A 2-way Street 6. Gossip Story
Session 3	Feelings in Common	7. Common Feelings - Reaction sheet and essay 8. Values Toward Divorce - Value statements - Discuss statements
Session 4	My Family	9. Pioneer X Spaceship - Crayons/magic markers 10. My Family Today - Crayons/magic markers
Session 5	Solving Problems I	11. Brainstorming Objects - Items in Manual 12. Typical Problems in Divorce - Brainstorming
Session 6	Solving Problems II	13. Problems to Solve - 5 case studies - Roleplaying
Session 7	Values Toward Marriage	14. What Is Love? - Essay/key words 15. Values Toward Marriage - Ranking statements 16. What Marriage Would Mean to Me - Fantasy drawing - Crayons/magic markers

Session 8	"What I Would Want in a Marriage"	17. Classified Ads - Composing own ad 18. Family Size - Ranking preferences 19. Summary and Go Round (of Sessions 7 and 8)
Session 9	Blended Families I	20. Step-parents in Fiction - Hansel and Gretel - Reading/Questions 21. Problemsolving - Case studies
Session 10	Blended Families II	22. Stepsiblings in Fiction - Cinderella - Reading/Questions 23. Mono-Dialogue - Talking to an "empty" chair
Session 11	Thinking Positive	24. Strength Chart - Reading and evaluation 25. The "U" Cube - Positive group evaluations - Crayons/pencils 26. Valentine's Bag - Index cards/small paper bags/pencils
Session 12	Tying It All Together	27. What This Group Means to Me - Crayons/pencils 28. My Feelings About Group - Pantomime 29. "A Next Step" - Where Can I Improve Myself? 30. "A Next Step" - Helping to Improve the Family 31. My Action Plan - Completing Plan

INTRODUCTION

Divorce! This is a word we hear a lot about. Nobody, though, ever thinks that it could happen to them. Yet it does happen! Right now it has happened, to over 12 million children and teens, in their own families.

Knowing this doesn't make it any easier. Remember when you first heard the news from mom or dad, or when dad didn't come home one night? It may have been so bad to think about, that you just didn't believe it.

How did you handle it? Were you embarrassed? angry? or maybe afraid? No matter how you hear the news, though, it hurts. Maybe, even now, the hurt is still there.

That's where this Manual -- The Changing Family -- should help. I am a counselor who works with young people like you who are hurting from parental divorce or separation. The Manual brings together some of my experiences counseling young people. It might be of some use to you. It is geared to your age group. It is written to be used with a group of young people like yourself.

Unit I talks a little about divorce. Why does it happen? Who's to blame? Why am I so angry about my parents' divorce or separation? These are feelings shared by young people.

Some time is also spent talking about stepfamilies. You, in fact, may now be in such a family so this segment will have particular meaning.

Unit II discusses groups, and how they have been a help to many children experiencing the effects of their parents' divorce. We'll also cover some ground rules for a group, and what are some of its goals.

Unit III, the heart of The Changing Family, includes a 12-session group program. There are small paragraphs to read, some suggested things to do and talk about with others. Also, there are some items to be done later, at home or maybe with your friends.

Unit IV lists a number of references that I have found useful in my work with young people. These books and magazine articles are written for you. It has been my experience that reading about divorce and stepfamilies can help work through some problems.

Also in Unit IV is a list of terms concerning divorce -- alimony, child support, visitation. These may prove helpful. Another segment contains resources you might use to get help with personal problems you are experiencing. These problems may be because of the separation, divorce or a new stepfamily. If you need help use them!

Your group will have a leader to direct the sessions. As an experienced professional the leader is very qualified to help you. If you have questions or problems do not hesitate to use your leader's skills, for this is the very reason they are there.

This, then, is what The Changing Family is all about. It is a group experience to talk about and share feelings. You will benefit from the group only if you are willing to be a part of it. The choice is yours.

UNIT I — EXPERIENCING DIVORCE

Rich was 15, and his sister Joslyn was 13, the day their mother told them she was divorcing their dad. They were both shocked! They knew things were not smooth -- what with the fights and long silences between their parents. But they still had family vacations together and parties. So when the news came it was tough. "I felt like I was flattened by a rock", said Rich. "Everything was falling apart".

How did you hear about your parents' divorce? Maybe no one really told you. Whatever; when you did find out, it hurt. And for some children it hurts a long time.

What kind of feelings do many young people have in common at such a time? Well, there's a sadness, and a hope, that the parents might get together again. Some feel guilty and accept the blame for the divorce. Others have mixed feelings of anger, and even hate, toward one or both of their parents.

It's hard to realize sometimes that, in the vast majority of cases, parents don't divorce because of their children. In my experience, working with divorced parents, I find that there was really very little you could have done. It was not yours to control, or yours to win or lose.

In fact, guilt, blame and anger, although natural, have to be left behind. Your goal has to be to stop blaming or feeling guilty and start doing things that will make your future happier.

Now might be a good time to talk about some of these feelings young people have with a parental divorce. As a matter of fact, I have often been struck by the similarity of feelings talked about. Although everyone has special problems there are some common themes in divorce.

Maybe some of these are familiar to you:

-- GUILT: many times young people believe that they caused their parents' divorce. You did something to one of them, or didn't do a job in the house. You now think that this may have been a reason for the divorce. For example, you may have wanted some extra money for a movie and asked your dad. This made your parents argue about giving the children so much money. The next thing you know is that your dad is gone!

Rarely have I found that a young person, like yourself, caused a divorce. But if you do feel guilty, it's hard to get rid of it!

-- ANGER: a natural thing to do is to say: "Why me?" "What have I done to deserve this?" Many youngsters with strong anger feel like they are the only ones feeling that way.

You may be angry at your parents for getting a divorce, or you might be just mad at the whole thing.

Unfortunately some teens turn the anger inside. When this happens it's not unusual to have school problems, become short-tempered with your friends or get depressed.

Talking about your anger usually helps. It may not make everything OK again but at least it's off your chest. Also, in talking, you may find that others also feel the same way.

-- SHAME/EMBARRASSMENT: Steve, one of the students in our school, was so ashamed and embarrassed by his parents' divorce, that he stayed away from school for 4 weeks. He was afraid that his friends and teachers wouldn't understand; or, they would think less of him now that his dad was out of the house.

Steve became confused. He didn't realize that, although his friends can like his parents, they really feel closer to Steve. In that case, their feelings about him won't be affected by a separation or divorce.

This doesn't mean that friends might not feel a little strange, at first, after they learn about it. They would be looking to you for a clue. If it's not a big deal to you, then it won't be a big deal to them. You'll also be surprised to learn how many of your friends might be in the same boat as you!

-- DISBELIEF: "I didn't believe it could happen." "Everything was going so well!" These are some comments heard from youngsters when talking about a separation or divorce.

This is a feeling shared by many teens. You didn't read the signs (dad and mom not talking; dad sleeping on the living room couch a lot) or the signals may not have been very strong.

But the disbelief is there, and has to be dealt with. The worst thing to do is deny that anything is happening, and run away from it. This doesn't help anybody. It also makes it harder to bounce back from the divorce and start living your life.

-- FEAR: Marie, a 13-year old girl I knew, seemed to be a likeable 8th grader. Then over a period of time her teachers noticed that she would cry a lot in school. She also started to stay away from her friends, and be a loner. One day, finally, a teacher had a talk with Marie. The teacher found that Marie's mom and dad had just separated. Marie's dad had left the house, and her mom had just gotten a job. Since she was an only child, Marie would come home to an empty house.

In talking to the teacher Marie was trembling. She was afraid her mom would leave too, and she would be all alone. Marie's fear is not that strange. She felt alone and abandoned. Many children feel that way. You may feel the same way too.

Fear has to be talked out. Marie took a good step in talking to her teacher. She was lucky to have someone take an interest in her.

-- GRIEF: many young people cry, and some cry a lot. When asked why, they can't answer. It's just as if they had a hard rock in their stomach. It makes them so sad. This is grief. It's as if someone you love a lot had just died -- your mom, dad or a friend.

Time and sharing can heal grief. This group too can help, if you give it a chance.

The feelings described above were covered very quickly. Hopefully, it made you realize that strong feelings concerning parental divorce can be held by many young people. This means that when you share one of these feelings with others, they won't see you as strange or unusual. In fact, chances are that a few feel or have felt the same way.

* * * *

STEPFAMILY LIVING

After a divorce your parents may remarry. If it happens to your custodial parent (the parent you are living with most of the time) you will then be living with a new father or mother. If they have children living with them, you will also acquire new brothers and sisters. Many children want their mom or dad to remarry, but when it finally happens, it becomes frightening. You don't know what to expect. It's quite an adjustment!

Stepfather

Most often, after a divorce, you will be living with your mom. So the new parent is your stepfather. At first you may be afraid of him. Maybe even jealous! You might feel that your stepfather is taking away some of your time with mom. In fact, you might wish that you could go back to the time when you had mom all to yourself.

It's not easy adjusting, and there may be problems. Your stepfather may try to take the place of your dad and, with mom's backing, start exercising authority. You might say "who does he think he is telling me what to do" or "just because he married mom doesn't give him the right to boss me around."

Sometimes it's hard to remember that your mom loves this man very much. It's important to you that she's happy now. That means that you have to make an effort to get along.

You have to try even if you are very disappointed with your new stepfather. He may not be perfect, and you really wish your own dad back in the house. But this isn't how it really is, and no amount of hoping is going to change things.

In time your stepfather may come to love you, but he may not. Remember, though, that his not loving you doesn't mean you are not worth loving!

Also remember that your dad, although out of the family, still loves you and always will. He may not be mom's husband anymore, but he is still your father and will always be a part of your life.

Stepmother

Most often you will not be living with a stepmother, because the majority of children live with their mother, after a divorce. But, if you do, many of the things mentioned about stepfathers apply here.

Remember that your dad married again because it was important to him. If you love your dad, you want to make the effort to help him succeed!

Many young people forget this. They get so involved in their own problems, that they forget what it's all about - trying to piece together a new family.

Stepbrothers and Stepsisters

Awhile ago I heard a very sad story. A divorced father remarried and was very happy with his new wife. Both of them were custodial parents and brought children into the family. After two years, although they still loved one another, they were forced to separate. Why? Because the stepchildren could not get along, and were always arguing and fighting. That love was not enough to overcome the stress put on the whole family; the stress came from the poor relationships between the stepchildren. Not getting along meant everything from arguing over who uses the bathroom, or does what chores, to actual fights and running away.

I am not going to go over all the other possible problems that may exist in a blended or stepfamily. Later in your Manual, the group will talk about stepfamily problems. You may, at that time, want to share some of the problems and difficulties you are having.

One suggestion I do offer, in addition to the group: If things really get bad either with a step-parent, or stepbrother, or stepsister, it might help to talk to a "third party" -- someone who is neutral. It can work! Besides school counselors, psychologists and social workers, many counties have Youth Bureaus with counselors especially trained to negotiate family problems. What do we mean by "negotiate"? A negotiator tries to bring together all concerned parties (e.g., mom, stepdad, you). Then he or she finds out what the main problems are -- poor school grades, fights at home, not doing household jobs. Then the negotiator tries to get everyone to agree on certain rules so that the family can work better. This "agreeing" then becomes a "contract" that all parties helped put together.

Talk to your group leader about this resource if home problems get rough. It may well be worth the effort!

UNIT II — GROUPS

Whenever anyone asks me: What is the one thing I can do to ease the pain of a family divorce? I don't hesitate to answer: it's to TALK. It's reaching out to others for support, someone to listen. This answer is backed up by many studies of children whose parents separated and/or divorced. The studies found that talking is the best way to get back on the track and feel better about yourself.

It could be a friend, a counselor, an uncle or an aunt you talk to. Just don't keep it inside and carry it alone. Some of you may be thinking; "I'm embarrassed by what happened" or "what will others think? I'm ashamed to tell my friends or anyone at school."

Yet when you really look at it, as was said before, your friends like and feel close to you. They may be concerned about your parents but you come first. If they do back off at first maybe it's because they don't know what to say. You, too, might become so hard to be around, that they start avoiding you. You can break the ice with a casual remark; tell them what you feel. Remember you have to make the first move. Your friends will take their cue from you.

Not talking starts other problems. Many of you may have been taught to keep things inside. Everything gets sort of bottled up. This seems to happen a lot to young people. As a result they have many more emotional problems than is necessary.

The fact that you are reading this now says that you are considering sharing your feelings, thoughts and ideas; and that means you are on the road I am suggesting.

What your counselor or teacher has in mind to help you, is to join a group of young people, about your age, who have similar experiences about divorce and separation.

Why a group? A group can give you support and encouragement when you need it; besides others, like yourself, can better understand what you're going through.

With a leader you trust the group can help you cope and overcome some of the problems bothering you. Finally, a group can help you feel happier since you are with people you like. Remember that life is not an endurance test. You don't have to see how long you can hold out! Give it a try!

UNIT III — GROUP SESSIONS

SESSION I — INTRODUCTION

Goals:

1. to explain why the group is meeting
2. to get to know one another

OUR GROUP

As happens with new groups there may be people here who you don't know. The activities you will be doing today are meant to help you meet the other members of your group.

As you read earlier, one goal of this group is to share some of our personal experiences. I know one thing - if I didn't know someone else, there would be no way I would talk about anything that was personal. You may feel the same way. So it's important to know your leader and group members.

Ground rules are important too! Your group leader will be discussing this topic of ground rules. It's great to share; but you want to be sure that other people outside the group don't get to know what you're saying. Your parent at home may feel the same way. So it's important to talk over some rules for your group. Your leader may suggest some other rules, and you too may have some in mind. The key to solid ground rules is that everyone agrees with the rules!

Breaking these rules, once everyone agrees to them, is serious. It is a problem your leader and the group have to talk about.

Activity 1: "Getting to know you"

Please follow your leader's instructions for Activity 1.

Activity 2: "Go Round"

Many people, especially those that are your friends, may often ask you "How do you feel". Sometimes you are honest with them, and other times you might just say: "Fine".

This exercise that we are now going to do asks the same question "How are you feeling now?" To do this right you have to be honest. Below are some spaces for you to write down two of these feelings.

You also may not be sure of the right words to use to describe how you now feel. So there are some "feeling" words below to help you. Remember, be honest.

Possible feeling words to use:

ANGRY	OPTIMISTIC	AFRAID
SAD	SUSPICIOUS	CONFUSED
CALM	TENSE	PROUD
CHEERFUL	HAPPY	RELIEVED
GLOOMY	TIRED	DISGUSTED
CONTENTED	EXCITED	ANNOYED

Two words that describe my feelings right now are:

1)_____ 2)_____

Activity 3: "Ice Breaker"

One of the best ways for a group to get to know each other is by doing things together. That is why there are so many activities to do in this Manual.

This activity, using magazines, is to try to help you describe the kind of person you are now through pictures.

You'll have a chance later, in the group, to explain your pictures.

SESSION 2 — LISTENING

Goals:

1. sharing ideas on how to listen
2. practicing how to listen

Activity 4: Story

Your group leader will give you instructions on how this activity works.

QUESTIONS

Circle the correct letter for each statement.

1. The names of the brother and sister were: a. Mike and Joan; Jane and Mike; c. Jane and Mark; d. Joan and Mark.

2. The day they were waiting for was the a. first day of Christmas vacation; b. last day of summer vacation; c. first day of summer vacation; d. last day of school before summer vacation.

3. The day was a. June 15; b. June 20; c. January 15; d. July 10.

4. Jane was finishing what grade? a. 9th; b. 11th; c. 10th; d. 8th.

5. Mike was how old? a. 12; b.13; c. 14; d. 15.

6. Their dad was a: a. fireman; b. train conductor; c. policeman; d. teacher

7. They both had a breakfast of a. toast and coffee; b. toast and eggs; c. cereal and milk; d. none of the above.

8. They were so anxious to get to school that they left the house by a. 7:10 a.m.; b. 7:30 a.m.; c. 7:45 a.m.; d. 8:00 a.m.

9. Jane, when she got to school, went right to her a. classroom; b. locker; c. homeroom; d. none of the above.

10. Jane had brought two presents for a. her friend and her biology teacher; b. Mr. James and Ms. Herman; c. her biology and math teachers; d. her mom and brother.

11. The gifts were a. a scarf and pencil set; b. a scarf and pen set; c. a pen and pencil set; d. a pen set and book.

12. Mike, when he got to school, went right to his a. classroom; b. homeroom; c. desk; d. locker.

13. The children's mom's name was a. Doris; b. Jane; c. not mentioned; d. Joan.

14. Mom, after the kids left, a. had no breakfast; b. had coffee, bacon and eggs; c. coffee and cereal; d. coffee and toast.

NUMBER CORRECT _____

* * * *

How did you do? Your score isn't the important thing. What is important is learning to be a good listener. Below are listed some KEYS to GOOD LISTENING and some ROADBLOCKS TO GOOD LISTENING. Maybe you can think of some others besides those listed. Check these out with the group.

KEYS TO GOOD LISTENING	ROADBLOCKS TO GOOD LISTENING
concentration	daydreaming
looking at other person	doodling
_____	_____
_____	_____

Activity 5: Listening — A Two-Way Street

SPEAKER ⟷ (2-WAY) LISTENER

Two-Way communication, as you can see by the diagram, includes two or more people. There is one who listens and one who talks; not like someone alone listening to a radio, It's a two-way street. I think that you have already learned from the first activity today that you can't do both and be a good listener.

This activity will show how important real Two-Way is. In Two-Way the listener can ask questions and react to what is being said. What would happen if you were the listener and couldn't say anything. Let's try it and see what happens.

DRAW FIGURE 1

DRAW FIGURE 2

Activity 6: Story

Follow the instructions of your group leader.

SESSION 3 — FEELINGS IN COMMON

Goals:

1. feelings you have when you hear about people getting a divorce
2. talking about the feelings children have about their parents' divorce

Activity 7: Common Feelings

Common Feelings About Divorce

During divorce many kids feel sad. They feel abandoned by the parent who is moving out, and by the loss of family closeness. Sometimes there is even a move to a new house which means a new school and new friends.

There are many feelings that go along with separation and divorce. Many young people deny these feelings: "I'm not angry!" "I'm not sad!"

Those who deny their feelings (guilt, anger, sadness) spend all their energy denying, rather than trying to change things in their lives. One boy, in our junior high school, started cutting school right after his father moved out. He thought he didn't care that dad left. Yet he did care, and his anger came out by cutting school. If he had seen his anger, he could have dealt with it. He could have written his dad a letter. He could have complained to his mother. Or he could have told a friend. Any or all of these could have helped let out the anger.

Many divorced kids have these feelings. In fact, sometimes the feelings each have are the same as others have. One of the most painful feelings, for example, is that of being abandoned. There's a feeling that their parents don't care about them.

Others feel that too much is expected of them. They listen to one parent complain about the other -- he's too tight with money, she's always angry. Yet what can they do about the arguing?

Other kids ask "Why me?" "This is unfair to be happening to me." They resent their parents' divorce or they try to hide it from other people.

These are some of the feelings many young people feel about divorce.

In this session we are going to talk about some of these feelings. Before we do, answer the three questions listed below:

1. Thinking back what was the one thing you really didn't like about your parents' separation or divorce?

_____

2. Of the four feelings listed below which one did you feel the most?

guilty sad angry disappointed

3. If you could discuss one feeling in the group, a feeling that others also might have which one would that be?

_____

Activity 8: Values Toward Divorce

Please answer each question. In the space provided, mark "A" (agree) or "D" (disagree) for each statement. Make a choice even if you are only leaning in one direction.

_____1. I don't believe that parents should divorce until the children are old enough to be on their own (at least 18 years old).

_____2. The effects of divorce on the children in the family is not as bad as many people believe.

_____3. I think that children from divorced homes can be as happy as children from two-parent homes.

_____4. I don't think children should be required to visit their other parent regularly if they don't want to.

_____5. A child whose parents divorce should think twice before he/she decides to get married.

_____6. Children should have a say when one of their parents is dating and deciding whether (and whom) to marry.

_____7. Children from a divorced home are more likely to grow up faster (more responsibility) than other children.

_____8. I think that children of divorced parents have a harder time in their own marriages than children from two-parent families.

_____9. Stepparents tend to favor their own children over their stepchildren in a remarriage.

_____10. Having a successful marriage is mostly a matter of luck.

SESSION 4 — MY FAMILY

Goals:

1. talking about family life

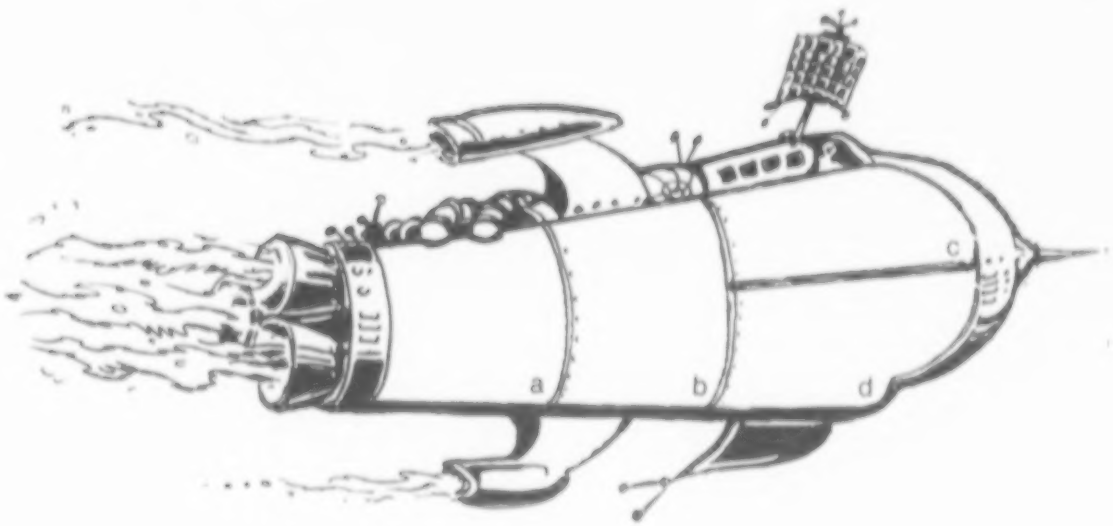
2. sharing our ideas of what our family life now is.

Activity 9: Pioneer X Spaceship

The Spaceship below, Pioneer X, is a good way to begin talking about our family. This spaceship was sent into space to try to contact other beings. On the spaceship were characters and symbols representing human beings. In the same way we are going to use our spaceship to draw symbols of our family.

Just follow your leader's instructions on how to fill it out.

SPACESHIP PIONEER X



A - DRAW A PICTURE OF THE MOST IMPORTANT FAMILY MEMBER
B - DRAW ONE OBJECT (FAVORITE THING YOU OWN, CLOTHING, HOBBY) WHICH DESCRIBES SOMETHING IMPORTANT TO YOU
C - DRAW SOMETHING THAT REPRESENTS A HAPPY TIME IN YOUR FAMILY
D - DRAW SOMETHING THAT REPRESENTS SOMETHING ABOUT YOUR FAMILY RIGHT NOW (CAR, FURNITURE, T.V., KITCHEN, TABLE)

Activity 10: My Family Today

One way of talking about our family is to do it by drawing. Everyone now becomes an artist!

Please follow instructions.

NOTE: On p.46, My Action Plan, in the space under "The Person in My Family I Am Closest to" you can put the name of your family member.

SESSION 5 — SOLVING PROBLEMS I

Goals:

1. learning how to solve problems in a better way

2. practicing how to brainstorm

In this session we will be talking about how to solve problems. Since each of us has difficulties to overcome, this session could be very helpful.

The rules below should help in making decisions.

5 Rules for Solving Problems

Rule 1: Write down the problem. What exactly is it?

Rule 2: Gather the facts. Collect as many as you believe will help with the problem. Also gather the opinions of others (friends, teachers, relatives).

Rule 3: Brainstorm possible solutions. Brainstorming is a way to look at solutions without actually deciding what to do.

Rule 4: Sort out the alternative solutions. From the Brainstorming session narrow down the list to 2 or 3 practical ways of handling the problem.

Rule 5: Pick the best solution. Which of the possible solutions in Rule 4 would give the best result?

Activity 11: Brainstorming Objects

OBJECTS TO BRAINSTORM

1. candle
2. apron
3. newspaper
4. bottle
5. ring
6. rope
7. wire coat hanger
8. pillow case
9. brick

Activity 12: Typical Problems in Divorce

Short Selection

To start you off thinking about problems, remember that there are two kinds: ones that are outside and others that are inside.

Outside problems concern living arrangements (whom you're living with -- mom, dad, a step-parent), visitation (how often, if at all) and finances (money for you; having to get a job).

Inside problems are emotional. These include feeling alone (no one to talk to about your problems), being sad (crying a lot or just being down) or feeling angry (why did they get a divorce?; how could they do this to me?).

With this background in mind try to complete Activity 12.

BRAINSTORMING POSSIBLE PROBLEMS FACED BY YOUNG PEOPLE

_____

_____

_____

_____

The three top problems of our group:

1. _____

2. _____

3. _____

_____

SESSION 6— SOLVING PROBLEMS II

Goals:

1. trying to solve some common problems seen in divorced families

2. discussing and acting out some family divorce situations

Activity 13: Problems to Solve

You should now have some idea of how problem-solving works. If you don't, ask your group leader to review it. It's not hard to understand if you know the important steps.

Knowing these important steps means you can apply them to particular problems. This is what we are now going to do.

Listen to your group leader explain how to problem-solve the situations described below.

Problem-Solving Situations

1. You are Jim (15 years old) whose father and mother divorced two years ago. Jim, an only child, lives with his mom and sees his dad every other weekend.

You love both parents and look forward to your visits to dad. It seems, however, that lately whenever you go to visit dad he has his steady girl friend over. She is there for meals (helping out), goes with you both to the park, zoo and rides and only leaves when you are ready for bed.

You are now feeling like a stranger visiting your father. You are never alone together to talk or just do things. You want to continue visiting your dad and he also wants the visits to be OK. What would you do in Jim's situation?

2. You are Patty (14 years old). Your mom and dad were divorced a year ago. You live with your mom but see your dad three times a month -- usually for weekends with your 9-year old sister Vicky. Although you were unhappy with the divorce you are getting used to it.

Just now, though, your mom and dad are arguing over money and support payments. It shouldn't directly concern you that much, but your mom is asking you questions about how much money dad has? who he's seeing? has he bought anything new lately? Mom doesn't want dad to know what you're doing. You don't like it. You feel like a spy. What would you do in Patty's situation?

3. You are Judy (13 years old). After your parents divorced you went to live with dad. Your younger sister went with your mom. Now a year later dad just remarried. You now have a stepmother and a

stepsister, Kim, (12 years old) in addition to dad and your mom (who you see regularly).

What's happening now is that your stepmom seems to be disciplining you a lot and showing favoritism to Kim over you and dad seems to be going overboard to please both of them too.

You feel left out but don't want to be a baby and cry about it. What would you do if you were Judy?

4. You are Bill (17 years old). You have just found out that your best friend Joe's parents have gotten a divorce. Joe is now living at the same house with his mom and younger brother. You live up the block with your parents.

Joe seems to be embarrassed by the divorce and doesn't want to talk about it. That's OK with you but he's behaving kind of funny -- going straight home after school, getting into some fights and being a loner. Joe never invites you to his house any more, either.

You like Joe whether or not his parents are divorced. You don't want things to continue the way they are. What would you do in Bill's situation?

5. You are Doris (15 years old). You and your younger brother Dave both live with your mom. Both parents are still unmarried even though the divorce is close to three years old. You have pretty much accepted things for the way they are and have good visits with dad.

Recently Dave has been talking to you about trying to bring mom and dad back together again. Although you wouldn't mind it you know it couldn't happen. Dad is dating steady and mom has a good job and seems much more stable and confident now.

Yet Dave keeps at it and is even trying to talk to them about it. He wants you to help him. You don't want Dave to get hurt and you don't want to open old wounds. What would you do in Doris' situation?

Playing Roles

Your group leader may ask you at this time to act out some of the ways you solved the problems above. If so this is a good chance for you to describe to the other group members how conflicts can be resolved.

We call this role-playing. You pretend to play someone else -- a mother, father, son, daughter, etc. The better job you do playing it the better others will understand what you are trying to say. So give it a chance!

SESSION 7 — VALUES TOWARD MARRIAGE

Goals:

1. talking about what we mean by the word "love"

2. looking at reasons why people get married

Activity 14: What is Love?

People may have many different ideas of what love is. Below are some quotations which talk about love. Read these quotes before trying to write down what you think love means. It may help you to think of someone you do love and then try to describe something about that love.

QUOTATIONS

1. "I love the Americans because they love liberty, and I love them for the noble efforts they made in the last war." (William Pitt)

2. "Although I have all faith, so that I could move mountains, and don't have love, I am nothing. And although I give all my goods to the poor...and have no love, it does not give me profit." (New Testament, St. Paul)

3. "Love means never having to say you're sorry." (Movie: Love Story)

4. "Why, tell me why, did you not treat me right? Love has a nasty habit of disappearing overnight." (Lennon and McCartney)

5. "When two people loved each other they worked togehter. Joy was shared; trouble was split. You had a friend, somewhere, who was helping." (Paul Gallico)

6. "Wherever you are confronted with an opponent, conquer him with love." (Mahatma Gandhi)

7. "You shall love your neighbor as yourself." (Book of Numbers)

What is love? Key Words:

_____ _____

_____ _____

Some individuals who meet this definition and are "loving" people:

_____ _____

The group definition of love is_____

_____

Activity 15: Values Toward Marriage

WHY GET MARRIED?

Here are some reasons given by young people today for getting married. Look these statements over and then rank them 1 to 5.

(1 is your first choice)

_____1. I would want someone to keep me company.

_____2. I want a permanent love partner.

_____3. I would want someone to share things and have fun together.

_____4. I want to have children and a partner to share this with.

_____5. I want someone I can talk to and one who understands me very well.

On p.46, My Action Plan, you can put your #1 reason in the space under "The Most Important Reason I See in Marrying".

Activity 16: What marriage would mean to me

BEING MARRIED

DRAWING (Listen for Instructions)

PLACE TO LIVE	WHO'S LIVING THERE	WHAT ELSE?
Apartment	Me	Furniture
House	Husband/Wife	Lawn
Condo	Children	Pets
	Grandparents	

SESSION 8 — "WHAT I WOULD WANT IN A MARRIAGE"

Goals:

1. talking about the qualities you would want in a marriage partner

2. discussing where children fit into the marriage picture

Activity 17: Classified Ads

SPOUSE WANTED AD

Things to include in ad:

-- age of partner
-- how much money he/she should earn
-- personal qualities
-- education
-- interests, e.g., sports, hobbies

SPOUSE AVAILABLE AD

Things to include in ad about yourself:

-- your age
-- personal qualities you have
-- your education
-- any special interests you have that are important

Activity 18: Family Size

Follow the group leader's instructions before doing this activity.

A. WHY DO YOU WANT CHILDREN? (Underline 3 choices)

1. continue human race
2. children make a family complete
3. they can share your love
4. children are fun to be with
5. they make your parents happy (the children's grandparents)
6. my spouse and me would be happier
7. children carry on family name and traditions

[] I wouldn't want any children if I were married.

B. IDEAL FAMILY SIZE

a. no children
b. 1 child
c. 2 children
d. 3 children
e. 4 children

Activity 19: Summary and "Go Round"

SUMMING UP IDEAS AND FEELINGS ON MARRIAGE AND FAMILY

1. One word to express what you mean by love:_____
2. One quality you want to have in a marriage:_____
3. One quality you want in a spouse:_____
4. One reason for having/or not having children:_____

SESSION 9 — BLENDED FAMILIES I

Goals:

1. talking about stepfamilies

2. discussing some common situations in stepfamilies

Activity 20: Step-parents in Fiction

This first activity looks at the stepfamily as seen by a writer a long time ago. It shows that stepfamilies are nothing new. What is new today are the number of families that are "blended" or "in step". Not taking time to talk about the stepfamily in our group would be to miss an important part of what family life is all about in America today.

Follow your group leader's instructions before reading the paragraphs below.

Hansel and Gretel

At the edge of a large forest lived a poor woodcutter with his two children and their stepmother. The boy's name was Hansel and the girl's name was Gretel. The family was very poor, and when a terrible famine came to the land, they could find nothing to eat.

The woodcutter lay fretting in bed at night, tossing and turning. He sighed and said to his wife, "What's going to happen to us? How can we feed our children when we haven't enough for ourselves?"

"I'll tell you what", said his wife. "Early tomorrow morning we'll take the children out into the thickest part of the forest. We'll make them a fire and give them each a little piece of bread. Then we'll go to our work and leave them alone. They will never find their way home, and we'll be rid of them."

"No, I won't do it," he said. "How could I bring myself to leave my children alone in the forest? The wild animals would soon come and eat them."

"You fool!" said his wife. "Then we must all four die of hunger. You may as well cut the planks for our coffins." She gave him no peace until he consented.

Hunger had kept the children awake too, and they heard what their stepmother said to their father. Gretel cried bitterly and said to Hansel, "It's all over for us now." "Quiet, Gretel," whispered Hansel. "Don't be upset. I'll find a way to save us."

When their parents had gone to sleep, Hansel got up, put on his dressing gown, and crept out of the front door. The moon was shining brightly and the white pebbles around the house glittered like new coins. Hansel stooped and filled his pocket with as many as they would hold. Then he went back to bed.

At daybreak the woman came and wakened the children. "Get up, you lazybones, we must go to the forest to fetch wood." She gave each of them a small piece of bread saying, "Here's something for you to eat, but don't have it too soon, for you'll get nothing else." Gretel put the bread inside her coat, and Hansel put all the pebbles into his trouser pockets. Then they set out together for the forest.

When they had gone a little way, Hansel stood still and looked back at the house. He did this again and again. "Hansel, why are you lagging behind?" asked the father. "I'm looking at my white cat," said Hansel. "It's on the roof, saying goodbye to me."

"You idiot!" said the wife. "That's not the cat. It's the morning sun shining on the chimney." But Hansel was not really looking at a cat, for each time he stopped he had dropped a white pebble onto the path.

When they were deep in the forest, their father said, "Hansel and Gretel, you go and collect some wood and I'll make a fire to keep you warm."

The children gathered some brushwood into a great pile, and when it was blazing the woman said, "Now lied down by the fire, children, and have a good rest. We're going further into the forest to chop wood. When we've finished, we'll come back and fetch you."

Hansel and Gretel sat by the fire, and at midday they both ate their bread. After they had been sitting for a long time, their eyes closed with weariness, and they fell asleep. When they awoke it was very dark. Gretel began to cry, saying, "How shall we ever get out of the woods?"

Questions:

1. In Hansel and Gretel, how is the stepmother portrayed?

2. Does this picture of the stepmother hold true?

3. How fair of a picture is this about stepparents?

4. Do reading stories such as these make it harder for stepparents to succeed?

Activity 21: Problem Solving

If you remember we earlier talked about problem-solving, especially the important steps to making better decisions. This might be a good time, if you have forgotten them, to ask your group leader to review them.

The situations presented below are typical of those found in stepfamilies. Try, in a small group, to brainstorm possible solutions to each of these (one per small group).

Your group leader may also ask you to role play your solution. So keep this in mind as you are doing this activity.

1. You are Jill, a 15 year old. Your dad has just remarried. When dad divorced your mom two years ago dad was awarded custody. Diane, your new stepmom, is making a tremendous effort to get to know you and provide a good home for the family. Your stepmom, too, has a girl of 8 (Carol). She is trying to be a mother to both of you. You also see your natural mother regularly and enjoy your visits. Diane's daughter already calls your father "daddy". You don't want to call Diane "mom", and you haven't called her Diane. In fact you don't call her anything. What can you do to solve the problem?

ROLES: Jill, Diane, Carol, Dad.

2. You are Joe, a 16 year old. Your mom has just remarried. Your new stepdad has 2 boys he also brings into the marriage. You feel that your stepdad favors his sons over you.

For example, the other day all 3 of you were fooling around in the living room. Your stepdad yelled at all three of you but blamed you for starting it. Another time you were late for dinner and your stepdad came down hard on you. His sons, when they're a little late seem to get away with things. What can you do to solve the problem?

ROLES: Joe, Mom, Stepdad, Stepdad's sone (Jeff & Kevin).

3. You are Laurie, a 17 year old. You are now in a blended family (you, your mom, stepdad, stepsister). Since coming together last year you have been having a lot of fights with Carol your 16 year old stepsister. If it's not the use of the phone it's the bathroom or borrowing your perfume and nail polish. You have been complaining to your mom about it. But she works and is fed up with both of you. Your stepdad is not around that much and he seems to take her side anyway. A few times you were thinking of running away or living at a friend's house. What can you do to solve the problem?

ROLES: Laurie, Mom, Stepdad, Carol.

4. You are Mark, a 13 year old. Your mom remarried three years ago. Your new stepdad has no children. But right from the start he wanted to be the boss in the house. Before then you and mom seemed to get along and do things pretty well. Now that's all changed. Last year you tried to live with your real dad for awhile. It didn't work out (you fought a lot with his new wife). Now you're back with mom and you want things to go smoothly. But already there was an argument with him about curfew time. You don't feel he should discipline you at all. If that's anybody's job it's your mom's. But things have to get better. What can you do to solve the problem?

ROLES: Mark, Mom, Stepdad.

SESSION 10 — BLENDED FAMILIES II

Goals:

1. talking about how children from different families blend together in a stepfamily

2. finding better ways to relate to the rest of the family when one is in a stepfamily

Activity 22: Stepsiblings in Fiction

The reading below, like the one in Session 9, is about stepfamilies. In this one the writer talks about stepchildren and how they relate together. You'll recognize the story when you start reading it.

After the reading there are certain questions to talk about. If you finish early think about how you would answer these.

Cinderella

Once upon a time there lived a nobleman and his wife and their beautiful daughter. The wife had been ill for a long time and when she knew she was dying, she called her daughter to her bedside.

"My dear child", she said, "always be as good as you are now and I promise you will be protected. Although I cannot be here at your side as you grow, I will be watching over you." With these words she closed her eyes and died.

The maiden went to her mother's grave every day and wept. When winter came, the snow spread a blanket over the grave, but when the sun of springtime uncovered it again, the nobleman found a new wife.

The stepmother arrived with her own two daughters, who were beautiful to look at but cold and cruel inside. They could not stand the fact that their young stepsister not only was beautiful but was good at heart as well.

"We will not allow this stupid goose in the parlor with us", they cried. "She's nothing better than a kitchen maid. If she wants bread, she must earn it."

And with that they barred her from the parlor and their family lie, such as it was. They took away her beautiful clothes and left her some rags to wear and a pair of old wooden clogs. They gave her chores to do from morning until late at night. She lit the fires at dawn and scrubbed the house and cooked their meals and carried in the

water and washed their clothes. At night she didn't even have a pillow to rest her head on, but slept on the hearth among the cinders and the ashes. And so they began to call her Cinderella.

The sisters constantly abused her with scorn and insults and they teased her and even shook bags of peas into the ashes to make her pick them out again.

When some time had passed, the King proclaimed a festival which was to last three days and three nights. He invited all the young ladies of the kingdom so that his son might choose a bride.

When the two stepsisters heard the news, they were full of hope and excitement, and they ordered Cinderella about more and more than ever. Cinderella obeyed their orders, but she, too, wished to go to the ball.

"You, Cinderella?" cried the stepmother. "You are covered with ashes and you haven't a thing to wear. How can you possibly go to the ball?"

But as Cinderella again urged her stepmother to let her go, the stepmother decided to teach her a lesson. "Very well", she said, and she tossed a tubful of peas into the cinders. "If you can pick out all the good ones in one hour, then you may go to the ball with us."

(Having completed the task) Cinderella took the tub to her stepmother, only to be told once more that she couldn't go to the ball because she had no proper clothes and they would be ashamed of her. With this she turned her back on Cinderella and left the room.

Questions:

1. In Cinderella, how are the stepsisters portrayed?

2. How does Cinderella respond to their actions and behavior?

3. Is this a fair picture of stepbrothers and stepsisters?

Activity 23: Mono-Dialogue

Please answer all four of the following questions. Later, in the group, you will be asked to discuss your choices.

1. Who do you think would be the hardest to get along with in a blended family?

a. stepfather b. stepmother c. stepbrother/sister

2. You said in question 1 that_____was the hardest to get along with. Why would this person be the hardest to get along with?

_____

3. Give an example of the type of problem you would have with this one person (not more than two sentences).

_____

_____

4. If you could really talk to this other person about the problem what could be said to help end the problem?

_____

_____

SESSION 11 — THINKING POSITIVE

Goal:

Looking for positive qualities in our personality and in the personalities of the group.

Positive Strengths

Many people, when writing down or thinking about their positive and negative qualities, usually will list more minus qualities. This list usually tends to be the longest!

What we are doing, in this activity, is to look at this list, but only at the positives. Studies have shown that people who are successful in life build on their plusses and are not overly concerned about their minuses. Being overly concerned about our negative points just doesn't seem to pay off as well!

So let's focus in on our strengths -- on our talents, abilities and gifts.

Activity 24: Strength Chart

In this activity we are going to use a chart. On this chart are 15 personal qualities that people have. Look at each quality and decide whether this quality is low (1-3) in your personality or average (5) or high (8-10). Make an "X" as shown in the example on the line by each quality. Then, using a ruler, draw lines between the points on the chart. Again, as in example. This is your personal profile. Below the chart write down the qualities that are average or high. You can even include qualities that are not on the chart but that you believe are either average or above average in your personality.

Turn to the Chart on the next page and begin.

Personal Qualities

	LOW 0	2	4	6	8	HIGH 10
Interest in School						
Can Work with Others						
Interest in Sports/Clubs						
Confident in Myself						
A Quiet Person						
Concern for Others						
A Good Listener						
Can Talk Well						
Friendly (like people)						
Like to Work on Projects						
Very Energetic						
Can Control My Emotions						
Like to Get Involved						
Try to Do Things Well						
Don't Like to Waste Time						

1.

Strengths 5	Super-Strengths 8-10
1._____	1._____
2._____	2._____
3._____	3._____

Also write 3 of these positive qualities on p.46, My Action Plan.

2. Members of the group have also suggested the following strong qualities I have.

_____	_____
_____	_____
_____	_____

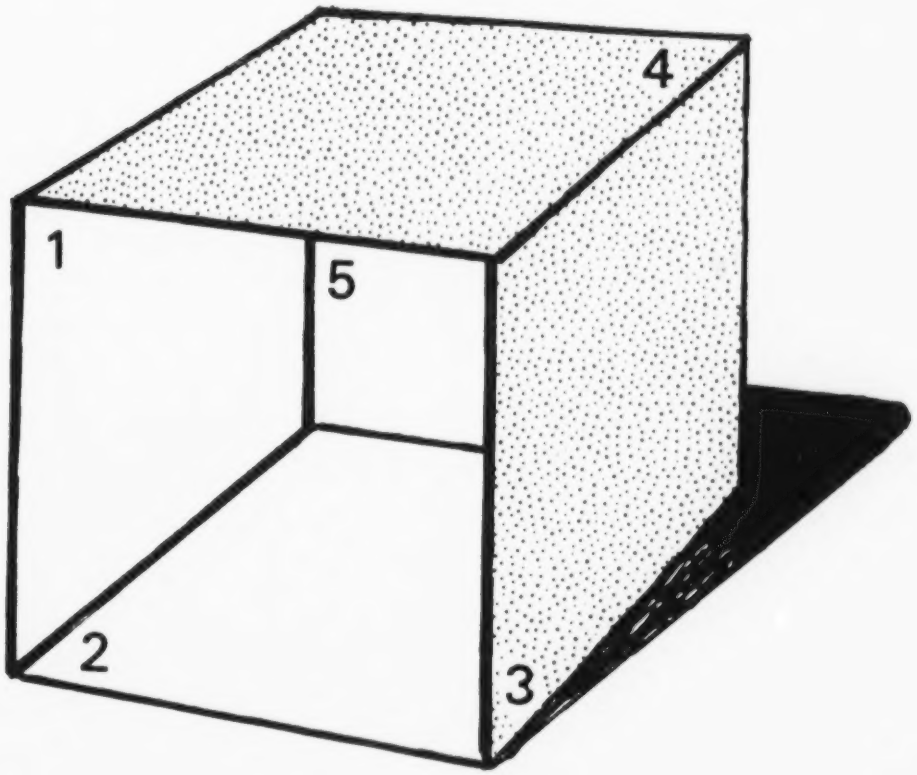
Write these "Qualities Group Sees in Me" on p.46, My Action Plan.

Activity 25: The "U" Cube

In this activity we are going to do some writing and some coloring. To help you in doing this there is a list of positive qualities below.

Listen now for instructions from your group leader.

"U" Cube



POSITIVE QUALITY WORDS:

PLEASANT	SERIOUS	RESERVED	FRIENDLY
POLITE	CONSIDERATE	HARD WORKING	QUIET
COURAGEOUS	CLEVER	CAREFREE	HAPPY
UNDERSTANDING	ACCEPTING	KIND	A THINKER
TRUSTING	OUTGOING	LIVELY	A LISTENER
CHEERFUL	EXCITING	OPTIMISTIC	CARING

Write 3 of these positive qualities on p.46, My Action Plan. Also write "Qualities Group Sees in Me" in space provided.

Activity 26: Valentine's Bag

MY POSITIVE QUALITIES

_____

_____

_____

_____

_____

_____

My Leader's positive quality:_____

Also write 3 of these on p.46, My Action Plan, under "Qualities Group Sees in Me". Use the space under "My Positive Qualities" to write down the one word you chose for yourself.

SESSION 12 — TYING IT ALL TOGETHER

Goals:

1. bringing together some final ideas and feelings before group ends

2. discussing your next step and completing your "Action Plan".

Activity 27: What Group Means to Me

Follow instructions given by group leader.

_____

_____

_____

Activity 28: My Feelings About Group

The group is ending. How do you feel about it?

I feel_____

Also describe your feelings on p.46, My Action Plan under "What Group Meant to Me".

Activity 29: "A Next Step" — Where Can I Improve Myself?

Below are listed statements that could help you set some goals to improve your own attitudes. There are 5 statements. Please rank these 1-5; 1 being the most important.

RANK	SELF-IMPROVEMENT STATEMENTS
_____	1. I want to improve my attendance at school.
_____	2. I want to improve my grades at school.
_____	3. I want to start knowing more about a particular career.
_____	4. I want to get along better with a friend.
_____	5. I want to be able to solve a big problem facing me now.

My own self-improvement goal:_____

_____

Now that you have your #1, what step can you practically take during this week to improve #1. Below write down what you could do:

_____

_____

Also write your #1 goal and "next step" on p.46, My Action Plan.

Activity 30: "A Next Step" — For the Family

Below are listed statements that could help you set goals to improve your relationships with your family. Again there are 5 statements. Please rank these just like you did in Activity 29.

RANK	HELPING TO IMPROVE FAMILY RELATIONSHIPS
____	1. I want to improve things at home with my parents.
____	2. I want to improve things at home with my brothers/sisters.
____	3. I want to do a better job on my chores and jobs at home.
____	4. I want to stop doing some things at home that irritate others.
____	5. I want to be more considerate to others at home (e.g. using the telephone less).

My own family goal is_____

_____

Rank these statements 1-5.

What would be a practical next step to help make an improvement in my #1 Goal?

_____

_____

Also write your #1 goal and "next step" on p.46, My Action Plan.

Activity 31: My Action Plan

To help "tie together" your group experiences and make it easier to develop future goals, we have an Action Plan. The plan summarizes the past group learning and looks to the future -- your goals and "next steps". Follow your leader's instructions in filling it out.

MY ACTION PLAN

Name:_____ Date:_____

1. What Group Meant to Me _____

_____

(Activities 27 & 28)

2. Self-Improvement Goal - What I will do to make myself better

_____

Next Step - When I will do this_____

(Activity 29)

3. Family Improvement - What I will do to help my family get better

_____

Next Step - When I will do this_____

(Activity 30)

4. My Positive Qualities

_____

_____

_____

(Activities 24,25,26)

5. Qualities Group Sees in Me

_____

_____

_____

(Activities 24,25,26)

6. The Person in My Family I am Closest to

_____

(Activity 10)

7. The Most Important Reason I See in Marrying

_____

(Activity 15)

A New Beginning

This ends The Changing Family. Keep this Manual to read and go through again. Look at how you saw yourself or your family. Look at your Action Plan; is it working? Look at the feelings you had; have they changed?

If there's a main message I can leave you with, it's my belief that you can make a difference and can better your life. A group, a friend or a teacher can help. But you are the key!

BEST COPY AVAILABLE

UNIT IV — RESOURCE MATERIALS

TERMS TO KNOW

Alimony - money paid by one ex-spouse to the other for support after a divorce. It lasts for a specific time or until the ex-spouse marries. It is not an automatic benefit. In fact it is being awarded less frequently today by judges.

Child Support - payments made by absent parent to the custodial parent to pay for child's expenses -- day to day, education, trips, medical bills. Child support continues until child marries, finds full-time employment, reaches a certain age or finishes college.

Contested Divorce - one or the other parent may not want the divorce or cannot agree on property settlement, child support, custody, visitation rights. The judge rules in such cases.

Custody -

1. Sole - this is the case in 90% of cases. The legal and ultimate decisions are made by the custodial parent; the non-custodial parent has visitation rights.
2. Joint physical custody - both parents share responsibility for their children and both alternate custody for periods of time; sometimes called alternate or divided custody.
3. Joint legal custody - both parents have equal say in decisions that affect children even if child lives with one parent. This include decisions about religion and schooling.
4. Split custody - each parent receives a child (or children) and has complete decision making power.

Custodial Parent - the parent with whom the minor children legally live as agreed to in the separation or divorce decree.

Equitable (Fair) Distribution of property - marriage is viewed as a partnership and judges can divide it without regard to who holds legal title to property, pension funds, medical benefits.

Legal Separation - couple no longer live together, but the marriage is not legally ended; it is usually first step to a divorce.

Maintenance Money - payments given, instead of alimony, usually to wives, for a specific and limited period of time. It permits the wife to equip herself with skills to earn her own living.

Tax Provisions of:

a. alimony - person receiving the payments must report it as taxable income and the person making the payment can deduct it on return.
b. child support - cannot be deducted by the person who pays it nor taxable to the parent who receives it.

Uncontested Divorce - couple have agreed to the divorce and all particulars. They go to court with an agreement; may or may not involve lawyers.

Visitation Rights - the agreed to visits of children to the non-custodial parent; these are subject to change by a judge.

REFERRAL INFORMATION

This information has been gathered for your use. Some of the agencies below may not be located in your area or the services may be provided by a different Agency. Please see your counselor for help or to answer any questions.

First Step:

In-School services:
Check first with your school counselor, social worker or school psychologist.
Your school counselor, in fact, may be able to offer concrete suggestions to follow so first check there.

Support Groups:

Family Resource Coalition
230 North Michigan Avenue
Chicago, IL 60601
(A group of family-support programs that helps families find or start support groups.)

Family Service Association of America
44 East 23rd Street
New York, NY 10010 Telephone: 212-674-6100
(A group with over 262 affiliate agencies in the U.S. and Canada. They have self-help groups for children and their parents.)

Parents Without Partners, Inc.
7910 Woodmont Avenue
Bethesda, MD 20814 Telephone: 301-654-8850
(A national support group for single parents and their children. Offers discussion groups, workshops, children's programs.)

AGENCIES:

Human Rights Commission -- local offices
-- for questions regarding legal problems and students' rights

Mental Health Clinics -- local offices
-- deal with a wide range of problems and offers counseling on an individual or group basis.

Religious Organizations
-- these can be found through local directory services. All major faiths sponsor programs.

Youth Boards (town or county)
-- offer counseling and mediation services to individuals and families. Many also sponsor teen centers and job information booths.

USEFUL BOOKS TO READ

The books below were chosen very carefully for you to read. They are written for young people like yourself. Following each book is a short description about its contents.

If your library does not have copies ask your group leader to suggest them for your school or community library.

Berger, Terry, How Does It Feel When Your Parents Get Divorced? New York: Messner, 1976.
A young girl deals with anger, fear and sadness; includes pictures to help express these feelings that resulted from parental separation.

Blume, Judy, It's Not The End Of The World. New York: Bradbury Press 1972.
Karen's father moves out but she cannot believe they've decided on a divorce; her goal is to get them back together again, but would this be a good solution?

Booher, Dianna Daniels, Coping When Your Family Falls Apart. New York: Messner, 1979.
A "Can Do" book for older children. It offers plenty of suggestions to meet practical problems that face young people after a parental breakup.

Burt, Mala Schuster & Roger B. Burt, What's Special About Our Stepfamily. New York: Dolphin Books, 1983.
A unique look at a stepfamily living together makes this book a must for those youngsters soon to be, or now in, a blended family.

Gardner, Richard A., The Boys & Girls Book About Divorce. New York: Science House, 1970.
Another practical coping book to help a young person get through the many problems that come with parental divorce.

Klein, Norma, Mom, The Wolfman And Me. New York: Pantheon Books, 1972.
Looks at how a teen girl (Brett) deals with living with her mom. In this case Brett's mom was never married and she has to cope with parental dating.

LeShan, Eda, What's Going To Happen To Me? New York: Four Winds Press, 1978.
In simple language many questions about divorce are answered. These include: which parent will you live with? Will your parents remarry? Will your parents be friends again?

List, Julie, The Day The Loving Stopped: A Daughter's View Of Her Parents' Divorce. New York: Seaview Books, 1980.
This is a first person account by a young teen of what divorce looks like. She tells about how she felt losing a day-to-day father and the disruption of living two lives -- one with dad and one with mom.

Mann, Peggy, My Dad Lives In A Downtown Hotel. New York: Scholastic Press, 1973.
A young boy has strong feelings that he is responsible for his parents' divorce. How he deals with these feelings is the focus of this book.

Richards, Arlene & Irene Willis, How To Get It Together When Your Parents Are Coming Apart. New York: Bantam Books, 1976.
A "coping" book for adolescents. It is addressed to those needing help with the stresses and confusion of parental divorce. It includes an excellent section on the legal aspects of divorce.

Tyler, Anne, Dinner at the Homesick Restaurant. New York: Knopf, 1982.
This is a story about two brothers and a sister deserted by their father, raised by their angry mother, moving through the stresses and joys of a difficult youth; focuses on strategies for survival.

ARTICLES

Marks, Judi, "Divorce in the Family", Teen, August, 1980, p.34.

Sheedy, A, "How Can Mom & Dad do this to Me?" Seventeen, 1977, 32, 242-243.